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ABSTRACT

This manual provides strategies for developing young adult collections, outlines a reading club designed specifically for young adults, suggests promotional ideas for the young adult reading club and young adult programming in general, and provides age-appropriate ideas for both formal and passive programming. Specific topics covered in the section on programs for young adults include: teen volunteers and teen advisory boards; a teen poetry workshop; teen talk book discussion; a readers' theater program; Web crawling; origami and story telling; money for school; a mystery role-playing game; and a mini game convention. Also included are a short booklist of fun summer reads for young adults and a bibliography of resources in all formats that are cited throughout the manual. (MES)

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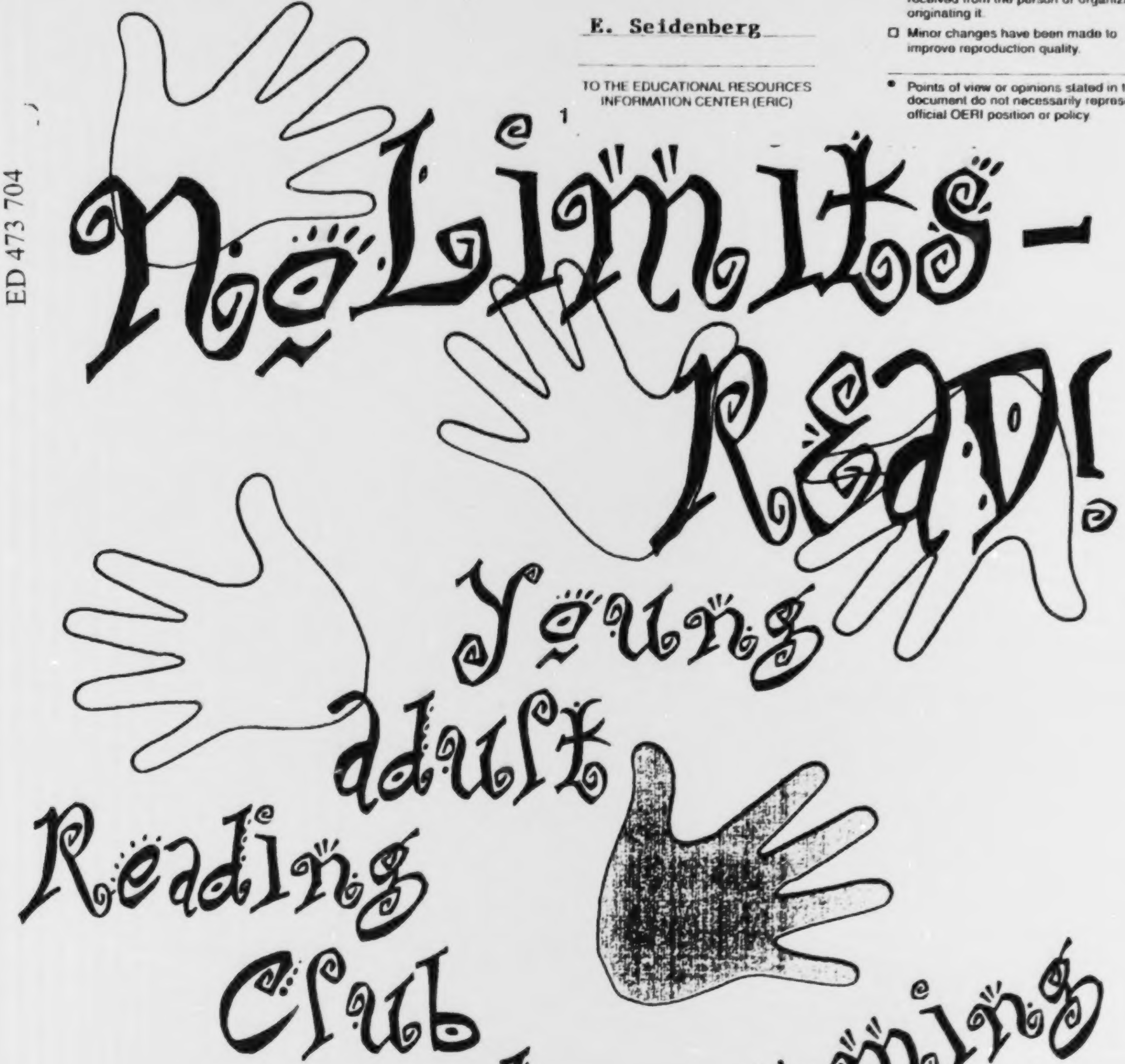

No Limits–Read!

Young Adult Reading Club and Programming Manual

by Lisa Youngblood

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Texas State Library and Archives Commission ★ Library Development Division ★ 2002

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No Limits – READ!

Young Adult Reading Club and Programming Manual

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Christine E. McNew

Library Development Division, Texas State Library and Archives Commission, Austin, Texas 2002.

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Introduction

I. Introduction

What is included in this manual?

This manual provides strategies for developing young adult collections, outlines a reading club designed specifically for young adults, suggests promotional ideas for the young adult reading club and young adult programming in general, and provides age-appropriate ideas for both formal and passive programming. Also included are a short booklist of fun summer reads for young adults and a bibliography of resources in all formats that are cited throughout the manual.

Who are young adults?

The Young Adult Library Services Association (YALSA) defines them as individuals between the ages of 12 and 18.[1] Although many young adult (YA) programs in public libraries also serve pre-teens of 10 or 11 and college students, this manual is designed for library patrons who fall within the ages defined by YALSA.

What are the characteristics of young adults?

This is a question without a definitive answer. Young adults, like other library patrons, are individuals with varied interests, knowledge, attitudes, experiences, and problems. These young patrons use libraries to seek recreational and informational materials for personal needs, materials to complete school assignments, and to meet friends.[2]

A general characteristic of young adults is that they are searching for themselves in the midst of physical, psychological, and emotional turmoil. They are striving for independence and adulthood and do not want to be considered children. Teens today, like those in past generations, express their independence through their clothes, music, jewelry, hobbies and interests, creativity, and unique slang vocabulary. Social relationships are often their primary concern.

What does all this mean in terms of library programming, resources, and services for young adults?

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[1] Young Adult Library Services Association.
Directions for Library Service to Young Adults. 2nd ed. ALA, 1993.
[2] Chelton, Mary K., and James M. Rosinia.
Bare Bones: Young Adult Service Tips For Public Library Generalists. American Library Association, 1983.

There is a growing recognition of the importance of library services and resources for teens. Libraries are community partners in supporting their academic success and social development.

Optimally, libraries will have a teen room with a casual and inviting atmosphere, a dedicated young adult librarian, and age-appropriate programs, services, and activities that appeal to adolescents. Realistically, each library will face its own unique set of obstacles in regard to services, programs, resources, and staffing levels for young adults.

According to the report by the National Council on Educational Statics entitled "Services and Resources for Children and Young Adults in Public Libraries" (August, 1995), twenty-three percent of public library patrons are young adults. Eleven percent of libraries have a young adult specialist on staff. Fifty-eight percent of libraries have a separate young adult room or area housing the young adult collection; fifty-eight percent also consider lack of staff as a barrier to increasing services to young adults. (This downloadable report is available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95357.)

Librarians must decide that providing materials, programming, and services for young adults is a priority. Funds and staff must be allocated to serve them, the same as every other patron group. And - true enthusiasm is essential! Teens will be adults in a few short years. Their teen experience will shape who they become and their opinion of the value of libraries.

What are the challenges to serving young adults?

When young adults arrive at the library en masse each day after school, they are often clumped into one huge "hormonal" mass and may intimidate or challenge librarians. Some teenagers feel unwelcome in libraries, or they feel that libraries are uninviting. Some do not believe that librarians are interested in them, the things they like, or the books they read. Some teens have little time or interest in reading for pleasure. Some may not want to be served. Others may feel grateful for a place where they are welcome and enjoy the friendship and attention of a librarian. They come to the library knowing that they will find books that will give them hours of reading pleasure.

Librarians will gain empathy for young adults by remembering the challenges and difficulties that they faced as teens, by seeking to understand the experience of today's teens, and by being open and supportive to them in this developmental stage. When adults remember the joy, excitement, and exuberance of their teen years, they will celebrate and enjoy this wonderful aspect of young adults. Each teen is a unique individual. All of their reasons for visiting the library are valid and important, whether they have come to surf the web, read magazines, or research homework assignments. To make teens feel welcome and appreciated, librarians may need only smile and say "hello" and provide the services that are requested, just as they would for any other patron group. All young adults have an attitude, positive or negative, about the library. Something as simple as a smile and a helpful attitude may ensure that it is positive!

Do libraries need a plan for developing young adult collections?

While selection of young adult materials is guided by the library's collection development and materials selection policies, librarians must consider new and strategies and new sources for reviews, including magazines such as *Entertainment Weekly* which features reviews for books and other materials of interest to many young adults. Libraries may wish to include new formats in the young adult library collection, such as graphic novels and comic books, which appeal to the young adults. The inclusion of graphic novels has greatly increased the circulation of all young adult materials in many libraries. Chapter II of this manual provides information and sources for young adult collection development, and the bibliography in this manual may also be useful. Once again, recommendations from teens for young adult resources in all formats are indispensable.

Are young adult reading clubs different from children's reading clubs?

Chapter III of this manual provides information and ideas for young adult reading clubs. It discusses how to organize them and incentives for participation. The *Missouri Teen Summer Reading Program, 2000 Planning Manual* states that the most successful reading clubs are youth driven. Coordinators "may provide the spark, the expertise, the knowledge, space and supervision, but only through the involvement of teens will the program grow and succeed."[3] Young adult involvement in the planning, presentation, and participation of the reading club and related programs is invaluable. Young adults will provide the best input about what they do and do not like.

A young adult reading club with a theme that is different from the one for younger children and that uniquely appeals to teens will let them know that librarians do not consider them as children. Let young adults suggest and select the theme. This is an excellent activity for teen volunteers and teen advisory board members.

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[3] Missouri State Library. 2000.
Book Your Summer: Missouri Teen Summer Reading Program Planning Manual. Missouri State Library, 2000.

Teens are often very socially oriented. Reading clubs that provide opportunities to socialize through activities such as discussing the books that they read and the resources that they use will appeal to them. Allow the teens choose the books and resources they will read and discuss.

Young adult reading clubs may be designed to reward teens for all of their participation at the library, including time spent volunteering and using educational computers. A teen reading club organized in this manner by the Fort Bend County Libraries is described at the beginning of Chapter III.

What kind of programs do young adults enjoy?

Many age-appropriate programs for young adults are suggested in Chapter IV of this manual. These include teen volunteer and teen advisory boards, a poetry workshop, a book discussion program, readers' theater and role-playing programs, an introduction to the Internet, origami and storytelling, finding money for higher education, and a mini-game convention. Many young adults will enjoy these formal programs. They will also enjoy the "Passive Programming" such as scavenger hunts, come and go craft activities, book swap, and more that are also described in this chapter. Flexibility and creativity are keys to YA programming. Librarians are encouraged to use their creativity and alter the programs suggested in this manual and in other sources to fit the unique requirements of their libraries and teen populations.

Ideas for programs for teens beyond those in this manual may also be found in many books. For a list of programs that have been offered in Texas public libraries, see "Best Practices in Young Adult Services in Texas Libraries" on the Texas State Library web site at www.tsl.state.tx.us/ld/projects/ya/practices.html. These were compiled during a workshop series that Patrick Jones conducted for the Texas State Library in March, 2002.

How do librarians reach teens and promote young adult programs?

Some teens frequent libraries because it is a place to "hang out" with their friends. Librarians have the opportunity to tell these teens about programs and books, show them the teen area, discover their interests, invite them to participate in programs, become volunteers, and serve on the teen advisory board. Other teens cannot be enticed to step into the building, much less to read a book. Others are simply unaware that the library has anything to offer them.

Librarians must be proactive in advertising and encouraging young adults to visit the library and must consider new venues for promotion. Eye-catching posters placed near young adult collections and in high-traffic areas of the library such as the circulation desk, the reference desk, and other information areas will draw the attention of teens in the library. Posters will be most effective in reaching and attracting teens who do not visit the library if displayed in places they frequent. These include school libraries, movie theaters, arcades, and bookstores. Public service announcements will be heard and seen by teens if aired on radio and television stations local teens like. Chapter III features a section on promoting young adult reading clubs and programs in the library, schools, community, and cyberspace. Ask teens for suggestions for promotion. They are a librarian's best resource!

How do libraries contribute to the positive development of teens?

The Search Institute is an independent, nonprofit, nonsectarian organization with a mission to advance the well-being of adolescents and children by generating knowledge and promoting its application. At the heart of the institute's work is the framework of 40 developmental assets which are positive experiences, relationships, opportunities, and personal qualities that young people need to grow into healthy, caring, and responsible adults. Young adults who are exposed to more of these assets have higher levels of academic success and are less likely to participate in risky behavior. Students with greater exposure to the 40 assets have fewer problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving under the influence of alcohol, and gambling. These developmental assets are at the heart of many programs for young adults nationwide. They are developed by participation in library programs such as the young adult reading clubs, teen volunteer programs, and teen advisory boards, and other programs outlined in this manual. The "40 Developmental Assets" are reprinted at the end of this introduction with the permission of the Search Institute. To learn more about the developmental assets, see the Search Institute web site at www.search-institute.org/assets. Additional information about the value of the 40 assets and the research conducted by the Search Institute may be found at www.search-institute.org/research/.

Web Sites

National Center for Education Statistics
Services and Resources for Children and Young Adults in Public Libraries
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95357
Search Institute
Raising Caring and Responsible Teenagers
www.search-institute.org

Texas State Library and Archives Commission
Young Adult Library Services, Collections, and Programs
www.tsl.state.tx.us/ld/projects/ya/

Urban Libraries Council
Public Libraries As Partners in Youth Development
www.urbanlibraries.org/plpyd/youthdev.html

Professional Resources

Connecting Young Adults and Libraries: A How-To-Do-It Manual by Patrick Jones.

The Fair Garden and the Swarm of Beasts: The Library and the Young Adult by Margaret A. Edwards.

"The Lone Ranger: YA Librarians Alone on the Range" by Jane R. Byczek and Renee J. Villancourt. *VOYA* 21 (June 1998): 105-08, 116.

"What's a Teen?" by Carolyn Caywood. *School Library Journal* 39 (February 1993): 42.

40 Developmental Assets

External Assets

Support

1. **Family Support** - Family life provides high levels of love and support.
2. **Positive Family Communication** - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** - Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** - Young person experiences caring neighbors.
5. **Caring School Climate** - School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** - Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community Values Youth** - Young person perceives that adults in the community value youth.
8. **Youth as Resources** - Young people are given useful roles in the community.
9. **Service to Others** - Young person serves in the community one hour or more per week.
10. **Safety** - Young person feels safe at home, school, and in the neighborhood

Boundaries and Expectations

11. **Family Boundaries** - Family has clear rules and consequences and monitors the young person's whereabouts.

12. **School Boundaries** - School provides clear rules and consequences.

13. **Neighborhood Boundaries** - Neighbors take responsibility for monitoring young people's behavior.

14. **Adult Role Models** - Parent(s) and other adults model positive, responsible behavior.

15. **Positive Peer Influence** - Young person's best friends model responsible behavior.

16. **High Expectations** - Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative Activities** - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

18. **Youth Programs** - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

19. **Religious Community** - Young person spends one or more hours per week in activities in a religious institution.

20. **Time at Home** - Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation** - Young person is motivated to do well at school.

22. **School Engagement** - Young person is actively engaged in learning.

23. **Homework** - Young person reports doing at least one hour of homework every school day.

24. **Bonding to School** - Young person cares about her or his school.

25. **Reading for Pleasure** - Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring** - Young person places high value on helping other people.

27. **Equality and Social Justice** - Young person places high value on promoting equality and reducing hunger and poverty.

28. **Integrity** - Young person acts on convictions and stands up for her or his beliefs.

29. **Honesty** - Young person "tells the truth even when it's not easy."

30. **Responsibility** - Young person accepts and takes personal responsibility.

31. **Restraint** - Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and Decision Making** - Young person knows how to plan ahead and make choices.

33. **Interpersonal Competence** - Young person has empathy, sensitivity, and friendship skills.

34. **Cultural Competence** - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. **Resistance Skills** - Young person can resist negative peer pressure and dangerous situations.

36. **Peaceful Conflict Resolution** - Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal Power** - Young person feels he or she has control over "things that happen to me."

38. **Self-Esteem** - Young person reports having a high self-esteem.

39. **Sense of Purpose** - Young person reports that "my life has a purpose."

40. **Positive View of Personal Future** - Young person is optimistic about her or his personal future.

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Developing a Young Adult Collection

II. Developing a Young Adult Collection

Young adults vary greatly in maturity level, in psychological development, in physical development, and in specific educational and personal needs. Young adult library collections must offer a wide range of materials at various reading and interest levels. A young adult collection will optimally include print and non-print materials in all formats that young adults might enjoy reading, watching, hearing, or perusing. An array of both fiction and non-fiction resources will be included in a well-rounded collection. Genre fiction such as romance, horror, mystery, science fiction, fantasy, and adventure are popular. Non-fiction genres and topics will include poetry, supernatural and paranormal phenomena, drawing instruction, music instruction, up-to-date college and career information, true crime and mystery, personal hygiene, and sexual relations, as well as materials for school projects. Adult materials, picture books, short stories, comic books, puzzle books, graphic novels, and materials with unusual structures or alternative formats often catch the attention of teens. Coming-of-age novels and stories depicting teenagers dealing with real issues also appeal to young adult readers.

To best develop a collection for young adults, a librarian must be familiar with some characteristics of young adult reading. Young adults, like children and adults, read for pleasure and for information. According to Alleen Nilsen and Kenneth L. Donelson, reading development follows six stages. In their "Birthday Cake Theory of Reading Development," they describe these stages as layers on a cake. The bottom layer is emergent literacy. The second layer is figuring out what reading is all about. The third layer is unconscious delight. The fourth layer is looking for one's self in the literature. The fifth layer is looking at society through literature. The sixth and highest level is aesthetic appreciation of literature.[4]

Most young adults are in the third, fourth, or fifth stage. Those in the unconscious delight stage want to practice reading. In this stage, familiar stories with fun, predictable, and reassuring plots are most popular. Those in the fourth stage want to see themselves, their friends, their enemies, and their lives in books. These readers may find themselves in fiction and non-fiction, and in familiar and exotic settings. Young adults in the fifth stage are beginning to look beyond their own circles towards the larger world. Reading offers insight into the world around them.[4]

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[4] Nilsen, Alleen Pace, and Kenneth L. Donelson.
Literature for Today's Young Adults. Scott, Foresman, 1985.

Librarians must consider the reading characteristics of young adults as well as the library's mission statement and collection development policies when developing a young adult collection. Selection of young adult materials must conform to the library's goals and objectives. Most materials selection policies call for a balance of titles with favorable professional reviews, literary merit, and popular demand. Each library must carefully and thoroughly review its current young adult collection, assess its strengths and weaknesses, and define its optimal scope based upon the needs of young adults in the community. The library must then develop the young adult collection accordingly.

Reviews of materials for young adults may be found in journals such as *Booklist, School Library Journal*, and *Voice of Youth Advocates (VOYA). Entertainment Weekly* and *The New York Times Book Review* also offer reviews on some materials of interest to young adults.

Additional tools that will assist in developing a YA collection are booklists, award lists, and web sites. However, lists are not meant as substitutes for careful collection development decisions.

Young adult involvement in collection development is a tool that many librarians overlook. Ask young adults what materials do and do not interest them, and why. Pay close attention to the types of materials that are most often requested for pleasure and for completion of school assignments. Lead discussions of books with young adult patrons. Librarians may ask teen volunteers and/or the teen advisory board to play integral parts in the collection development process. These teens may read reviews, search for topical materials on web sites, and make suggestions for purchases. The input of the target audience is invaluable to librarians who make collection development decisions.

Web Sites for Collection Development

BWI Wholesalers
www.bwibooks.com
BWI's Title Tales offers subject, title, author, and series searches for materials and provides some reviews of those materials.

Follett Library Services

www.titlewave.com
Follett's Title Wave provides free selection tools for Librarians and reviews for materials that may be used to build a YA collection.

Teen Hoopla
www.ala.org/teenhoopla/
This web site for young adults provides reviews for books as well as links to other interesting sites.

Young Adult Library Services Association (YALSA)
www.ala.org/yalsa/booklists/index.html
YALSA offers a variety of booklists, including: Best Books for Young Adults, Popular Paperbacks for Young Adults, Quick Picks for Reluctant Young Adult Readers, Selected Videos and DVDs for Young Adults, and Selected Audiobooks for Young Adults. YALSA also offers many award lists, including the Michael L. Printz Award, the Margaret A. Edwards Award, and the Alex Awards.

The Young Adult Round Table of the Texas Library Association (YART)
www.txla.org/groups/yart/yart.html
The YART web site features reading lists for young adults, including the Lone Star Reading List and the Tayshas High School Reading List.

Professional Resources

Best Books For Young Adults: The Selections, the History, the Romance, 2nd Edition by Betty Carter.

Nonfiction for Young Adults: From Delight to Wisdom by Carter, Betty and Richard F. Abrahamson.

Young Adult Reading Clubs

III. Young Adult Reading Clubs

Young adults seek places in the community where they are welcome and may express themselves. It is developmentally appropriate for them to begin establishing independence. Librarians who host young adult programs and reading clubs demonstrate that the library has services that meet their needs and is a place where they belong.

Teens participate in libraries in many ways. They volunteer and serve on teen advisory boards, use educational computer programs, games, and online databases, assist younger children to use them, participate in scavenger hunts, attend library programs, read books and magazines of all genres, read to younger children, write reviews of books they read, check out and watch videos, and recommend web sites and books.

A simple way to organize a young adult reading club is to rewards teens for all of the ways in which they participate in the library. The "reading log" could describe the various ways they participate. As an example, here is a description of the reading club sponsored by the Fort Bend County Libraries.

The young adult reading log is on a letter-sized page printed front and back. One side is a grid with 35 squares.The other side has 20 numbered lines. One of the following activities is listed in each square.

- Attend any library program
- Spend one hour reading anything
- Spend one hour reading any of the following types of books: fantasy a sports, novel, an historical fiction novel, a romance novel, a mystery, a science fiction, a biography, non-fiction, poetry, fairy tales, a Lone Star book, a realistic fiction book, or an award winner
- Read an entire magazine
- Recommend five homework web sites to the librarian
- Complete a library scavenger hunt
- Read to a small child for one hour
- Attend a YA program

- Play an educational computer game
- Read a newspaper
- Watch a movie based on a book
- Complete an Internet treasure hunt
- Write a review of a good book you've read
- Listen to a book on tape for one hour

Teens participate by writing the titles read or activities performed on the lines on the back of the reading log. When they give to log to the librarian, they receive rewards for every 5 activities, up to 20.

Theme: *No Limits – READ!*

This section outlines a reading club designed uniquely for young adults.

No Limits – READ! Theme and Goals

The YA reading club theme, *No Limits – READ!* encompasses the subthemes of travel, careers, adventure, fantasy, and imagination. The theme provides young adults a positive direction for exploring themselves and their world while appealing to their propensity to push society's limits. It suggests that the library offers chances to go beyond normal, everyday life to explore the world without limits. The club will be an opportunity for preteens and teens to read new books, to look to the future, to set far-reaching goals, and to use their active imaginations.

Club Organization

A YA Reading Club may be organized in a variety of formats. Most successful reading clubs are carefully customized to fit the specific needs, population, and resources of each individual library. A "sign-up" party or other special event may be held as an official kick-off for the club. Teens who are unable to attend the opening event may join throughout the summer.

Participation in the reading club may offer options such as reading a certain number of books, reading for certain amounts of time, and/or simply reading throughout the summer without goals. These and other options are described below. Examples of reading logs are provided.

Reading by the Number of Books: The easiest structure for reading clubs is to have readers list the titles of the books they read. This may increase summer circulation statistics and help program coordinators determine the types of books that are most popular among young adults. A goal for the number of books for the teens to read during the summer may be decided in advance (five is a very reasonable number) or young adults may set their own goals. This will allow participants to decide what will be a challenge for them. For one teen, five books may be quite a feat; for another, fifty books would be little work at all. A sample reading log that will enable them to record the titles of the items they read is included at the end of this chapter.

Reading by Genre: A more complicated option is for participants to read by genre. Teens may be asked to read ten books that include each of the following: a mystery, a fantasy, an historical fiction, a modern fiction, a biography, a short story or collection of short stories, an article in a magazine or newspaper, a classic adult or YA book, a non-fiction book, and an adult book, either fiction or non-fiction. The reading log will list the genres and teens will write the titles they read in each category. A sample reading log is included at the end of this section of the manual. The genre approach may help readers discover new authors and explore a variety of sections of the library. The librarian may be flexible and let the participants decide into which genre a book falls. This last idea is probably best utilized as an option for additional fun rather than as a requirement for all participants.

Reading by the Amount of Time: Reading for a certain amount of time may be a more fair assessment of the "work" completed by the reading club participants. This method encourages equity between teens who read more slowly and more quickly. It also allows teens to read in additional formats, such as magazines, newspapers, and comics. Librarians may opt to accept time spent listening to audiobooks as well. For example, completion of the club could require an average of 15 minutes of reading per day. While clubs should not insist that teens read daily, averaging the amount of time read throughout the entire summer into daily increments may encourage young adults to form habits of reading often. (A sample time reading log is included at the end of this section of the manual.)

All You Can Read: Reading by the Pound: In this option, club participants read as much as they can as often as they can. There are no rules stating how much they must read and there are no requirements for the type of materials read.

Just Reading: Young adult reading clubs do not have to be competition or completion oriented. An alternative would be to set a goal for the entire club membership, allowing members to work together rather than individually. Each participant may contribute as much or as little as they are able to the group. As stated earlier, young adults are often attracted to the social aspects of the reading club. This option encourages them to be active participants in the community of readers that the library is striving to assemble. In this way, the reading club acts as a social club in which participants gather either formally or informally to be a part of a larger group. Members can still agree to log the books that they read and/or the time that they read. This will add to circulation statistics and will allow individual members to contribute to the club as a whole.

Incentives

Traditionally, reading clubs offer prizes or incentives to participants. Interestingly, scientific research finds no clear causal relationships between incentives and reading improvement.[5] In fact, research indicates that providing prizes for behavior often devalues the very activity that it is supposed to promote. In accordance with this research, if incentives are to used, they should be incidental and should not overshadow the pleasure of reading and visiting the library. Ideally, whether or not prizes or incentives are offered, young adults will be motivated to join reading clubs to use reading, to become a part of the community of readers, and to enjoy the library. If prizes or incentives are offered, they must be appropriate for the age group and attainable by all participants. For an interesting debate on the use of rewards, see the article "Should We Pay Kids to Learn" by Richard Sax and Alphie Kohn in the March-April, 1996 issue of *Learning*.[6]

As an alternative to offering individual prizes for participation, the library may provide group rather than individual incentives. In this option, reading goals are set for the entire club membership. The incentives may be events in which all members will participate, and they may also double as publicity stunts or fundraisers. Here are some examples:

- If the club members read for at least 1000 hours, the Library Director will sleep on the roof.
- Area businesses will pledge a certain amount of money for each book that club members read and the money will be used to purchase additional young adult materials.

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5 McQuillan, Jeff.
"The Effects of Incentives on Reading." *Reading Research and Instruction* 36 (Winter 1997): 111-25.

6 Sax, Richard, and Alphie Kohn.
"Should We Pay Kids to Learn?" *Learning* 24 (March-April 1996): 6-7.

Professional Resources

"Hold the Applause! Do Accelerated Reader ™ and Electronic Bookshelf ™ Send the Right Message?" by Betty Carter. *School Library Journal* 42.

Promoting the Young Adult Reading Club and Programs

Aggressive promotion is essential both before the club begins and throughout the program. YA reading clubs will be most successful if they are publicized early, both in the library and the community. Posters and flyers displayed in places young adults frequent such as movie theaters, arcades, malls, etc. will be most successful. Multi-faceted publicity campaigns that reach out to the target audience and include a variety of strategies to *catch and retain* the attention of young adults who already visit the library as well as those who rarely or never visit the library will be most effective. Posters, flyers, bulletin boards, press releases, public service announcements, booktalks and web pages are only a few strategies that may be incorporated into the overall campaign. Librarians may use techniques that have worked in the past along with new ideas. Young adults may be asked to provide suggestions for effective promotional strategies. Many examples for promotional ideas are included below. Visit the Teen Read Week web site at www.ala.org/yalsa/teenread/ for additional promotional ideas.

Posters, Flyers, Brochures, and Bookmarks

Eye-catching posters, flyers, brochures, and bookmarks will attract the attention of potential YA reading club participants. Posters and flyers publicizing the reading club and/or programs for young adults may be placed in the young adult department or close to the young adult collection. (Examples of flyers and bookmarks are included at the end of this section of the manual.) Another excellent location for promotion is in high-traffic areas inside the library such as the circulation desk, the reference desk, and other information areas. They may also be placed them in school libraries, movie theaters, arcades, bookstores, and other businesses frequented by young adults. Flyers, brochures and bookmarks may also be distributed during community functions and sent to school classes, youth organizations, and clubs. It is a good idea to mail letters of introduction prior to distributing or posting promotional items in institutions other than the library.

Upstart, a division of Highsmith, produces signs and bags of "WARNING" that libraries contain "Unusual, hilarious, fascinating, sinister, and even frightening things. Read at your own risk." These items tie in with theme, *No Limits - READ!*. Upstart's phone number is 1-800-448-4887.

Bulletin Boards and Displays

Traditional bulletin boards and display cases in libraries may be designed to attract potential and current club members. Change them often! Smaller displays on tabletops, book carts, and in the actual shelves in and around the young adult collection may be just as effective, as they are often more unusual and eye-catching. Bulletin boards and displays may also be featured in area businesses, at area schools, in malls, and at meeting places for young adult clubs.

Sample Bulletin Boards and Displays

Bulletin Board: *No Limits – READ!*

LOCATION: In library, at area businesses, at schools, etc.

DESCRIPTION: Decorate the bulletin board with posters, bookmarks, reading logs, calendars of events, etc. to publicize the reading club and related activities. Surround them with colorful road signs.

Bulletin Board: *Treasure Trove at the Library*

LOCATION: In the library.

DESCRIPTION: Draw a relatively simple map of the library depicting points of interest. It may look more like a treasure map than a floor plan. Place multi-colored X's in areas of specific interest to young adults. Make a legend with exciting, even campy names to corresponding places in the library. Examples of areas of interest in the library and corresponding names might be: water fountain - fount of blessing; reference desk - temple of knowledge; YA collection - treasure trove; computers or card catalogs - oracles of cryptic wisdom; etc.

Bulletin Board and/or Display: *Adventures In ...*

LOCATION: Bulletin Board in or around the young adult collection. A display case with related articles and books may be added or substituted.

DESCRIPTION: Feature a weekly theme such as "Adventures in..." spelunking, babysitting, space, Europe, etc. Add pictures, posters, bookmarks, books, and/or objects related to the theme each week.

Book Display: *Caution! Banned!*

LOCATION: In the young adult collection on a table top, in a display case, in a shelving unit or on a book cart.

DESCRIPTION: Collect and organize banned books and/or bookmarks listing banned books of interest to young adults. Add a copy of the First Amendment and "caution" or "stop" signs.

Public Appearances

Library staff can excite teens about reading and visiting the library by making public appearances and offering enticing descriptions of library resources and programs. Schools visits, appearances on local television news or community events shows, and interviews on local radio stations are just a few opportunities. Such direct or indirect contact will let young adults know that there is a person at the library who is interested in talking to them and who will welcome them with a smile.

Tips for Public Appearances

- Be brief.
- Be enthusiastic.
- Be knowledgeable. Be prepared for questions.
- Take handouts and other visual aids.
- Try to determine environmental conditions such as the arrangement of the room and available technologies before the presentation.
- Be flexible enough to make last minute changes in your presentation. Shorten or lengthen it. Be prepared to present it to twice as many people as anticipated.
- Be yourself. Don't try to be "cool" or act like a young adult.

Public appearances may include brief, exciting explanations of the YA Reading Club and related programs, booktalks on YA materials, and/or related information about reading and its importance. Booktalks are particularly effective tools to communicate to young adults that the library has books that they will enjoy and that someone at the library actually reads what they do.

Tips for Booktalking

- Booktalk materials that you like.
- Booktalk only materials that you have read or have viewed.
- Prepare a list of titles that you will booktalk as a handout.
- Design the booktalks so that they are relevant to your audience. Young adults want to "find" themselves in books.
- Be brief. Keep the momentum going by moving rapidly from one title to the next.
- Booktalk a variety of fiction and non-fiction titles.
- Tell only enough about a specific title to entice interest. Don't tell the whole story or oversell the book.
- Vary your presentations. Read a quote from one book, tell about a particular character from another, introduce the plot of a third, etc.
- Display print copies of the book with each booktalk.
- Use broad themes for your booktalks. (i.e. adventure, American history, etc.)
- Keep it simple. Do not overshadow the books with too many props. The books should be the focus rather than the presenter or the performance.

Web Site

Booktalk - Quick and Simple by Nancy Keane
http://rms.concord.k12.nh.us/booktalks/

Professional Resources

Booktalk! by Joni Richards Bodart.

Tales of Love and Terror: Booktalking the Classics, Old and New by Hazel Rockman.

Press Releases and Public Service Announcements

Library staff may begin a publicity campaign by compiling a list of potential recipients for press releases and/or public service announcements. The list should include area television stations, radio stations, newspapers, newsletters, agencies that provide calendars of events, and even schools that have newspapers or daily announcements. Call or write these institutions to determine a contact person for library or youth related information, as well as for the correct phone and fax number and mailing address of each institution (often the required fax or phone number is not readily available to the public). Publicity packets should include a reading club poster, the business card of the young adult program coordinator, and basic information about the programs. Booklists of new or interesting books may be sent to newspapers and television stations. Press releases and public service announcements should be sent repeatedly both before and throughout the duration of the club.

Sample Press Releases and Public Service Announcements

Live on the Edge at the (your library's name)!

Young adults ages ____ to ____ are invited to push the limits at the Library! Join the No Limits – READ! Young Adult Summer Reading Club from (beginning date) to (ending date.) Sign up at the (your library's name) at (address) between (beginning sign-up date) to (ending sign-up date.) Explore new ideas by reading all summer long! Visit the Library or call (phone number) for more information.

Caution! Read at Your Own Risk at the (your library's name)!

Teens, join the *No Limits – READ!* Young Adult Summer Reading Club at the Library! Sign up at (your library's name) at (address) from (beginning sign-up date) to (ending sign-up date) to read, read, READ throughout the summer! Check out the radical programs each (weekly program date) at (weekly program time.) But be warned. This Library contains unusual, hilarious, fascinating, sinister, and even frightening things.

Visit the Library or call (phone number) for more information.

No Limits – READ Young Adult Summer Reading Club and Teen Activities at the (library's name)

Calling all teens! The (your library's name) invites you to join the Young Adult Summer Reading Club. Just sign up at the Library at (address) during (the signup time period.) Read as much as you want — what-

ever you want! Enjoy hot books, a cool atmosphere, and a variety of programs including crafts, special performers, refreshments, and more!
Pick up a program calendar at the Library or call (phone number) for information!

Young Adult Web Pages

A well-designed library web site provides information about the library, its services and holdings, a calendar of events featuring programs for all ages, and web pages designed to appeal to specific audiences, including young adults. YA reading clubs and programs may be effectively publicized and promoted on the library's web site. An excellent article with information on YA web pages is "A Cyber-Room of Their Own: How Libraries Use Web Pages to Attract Young Adults" by Patrick Jones."[7] Outstanding examples of library web pages for young adults are listed below.

Web Sites

Boulder Public Library Young Adult Advisory Board
http://bcn.boulder.co.us/library/bpl/yaab/

Internet Public Library Teen Division
www.ipl.org/teen/

King County Library System Teen Zone
www.kcls.org/newya/prism.html

Youth (Wired) - San Antonio Public Library System
www.youthwired.sat.lib.tx.us/

Community Partnerships

The library may partner with area businesses, schools, service organizations and clubs to provide the most comprehensive coverage for its target population. Below is a sample letter to send to schools to encourage cooperation in promoting student involvement in the reading club.

---

[7] Jones, Patrick.
"A Cyber-Room of Their Own: How Libraries Use Web Pages to Attract Young Adults." *School Library Journal* 43 (November 1997): 34-7.

Sample Letter to Educator

(Use library letterhead)
(Date)
(Name of Principal, Superintendent, or School Librarian)
(Address)

Dear (Principal, Superintendent, etc.):

The (your library's name) will offer the *No Limits – READ!* Young Adult Reading Club and related activities to encourage young adults to visit the public library and read throughout the summer. The theme suggests that the library offers opportunities to travel beyond normal, everyday life – to explore the world without limits. The club is designed to be an impetus for preteens and teens to read new books, to look to the future, to set far-reaching goals and to use their active imaginations.

We hope that all students at (name of educational institution) will be able to participate in part or all of our summer programming and that we will be able to work with your school to encourage them to visit the library and enroll.

I would like to ask (Name of educational institution) to assist us in publicizing the Library's summer programs in some or all of the following ways:

- Allow a library representative to speak briefly to students in your school. We will provide a brief presentation in a large auditorium, in the school library, in individual classrooms, or over your PA system.
- Distribute flyers to the students in your classrooms, library, or office (a copy of the proposed flyer is attached).
- Display posters in your library, cafeteria, office and/or halls.
- Print related articles in your school newspaper.
- Any other publicity strategy that will work best for your school.

A (your library's name) representative will be contacting you about promotional possibilities. If you have any questions, please feel free to call (name of Library representative) at (phone number).

Thank you for considering our request. We look forward to hearing from you.

Sincerely,

(Name of Library representative)
(Title of Library representative)

Bibliography of Adventures for Young Adults

(Annotations are included in the bibliography at the end of this manual.)

Adventures To Imagine: Thrilling Escapes in North America by Peter Guttman.

Blood and Chocolate by Annette Klaus.

Blue Sword by Robin McKinley.

Bound for the North Star: True Stories of Fugitive Slaves by Dennis Brindell Fradin.

Cast Two Shadows: The American Revolution In the South by Ann Rinaldi.

Catherine, Called Birdy by Karen Cushman.

The Dark and Deadly Pool by Joan Lowery Nixon.

Don't Look Behind You by Lois Duncan.

Edge of the Sword by Rebecca Tingle.

The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher by Randolph Hock and Paula Berinstein.

Flight #116 Is Down by Caroline Cooney.

The Fortune-Telling Book: Reading Crystal Balls, Tea Leaves, Playing Cards, and Everyday Omens of Love and Luck by Gillian Kemp.

Hitchhiker's Guide to the Galaxy by Douglas Adams.

The Immortal (Buffy the Vampire Slayer) by Christopher Golden and Nancy Holder.

Loch by Paul Zindel.

Look For Me By Moonlight by Mary Downing Hahn.

Lord of the Rings by J. R. R. Tolkien.

Magic Kingdom For Sale – SOLD! by Terry Brooks.

The Pirate's Son by Geraldine McCaughrean.

Rules of the Road by Joan Bauer.

Shades of Simon Gray by Joyce McDonald.

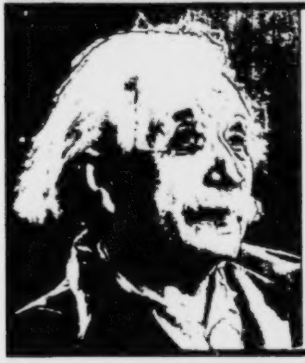
Shipwreck at the Bottom of the World: the True Story of the Endurance Expedition by Jennifer Armstrong.

The Weirdo by Theodore Taylor.

What Have You Lost? edited by Naomi Shihab Nye and Liz Rosenberg.

The Wreckers by Iain Lawrence.

You Hear Me? Poems and Writings by Teenage Boys edited by Betsy Franco.



Imagination is more important than knowledge

Albert Einstein

The future belongs to those who believe in the beauty of their dreams.

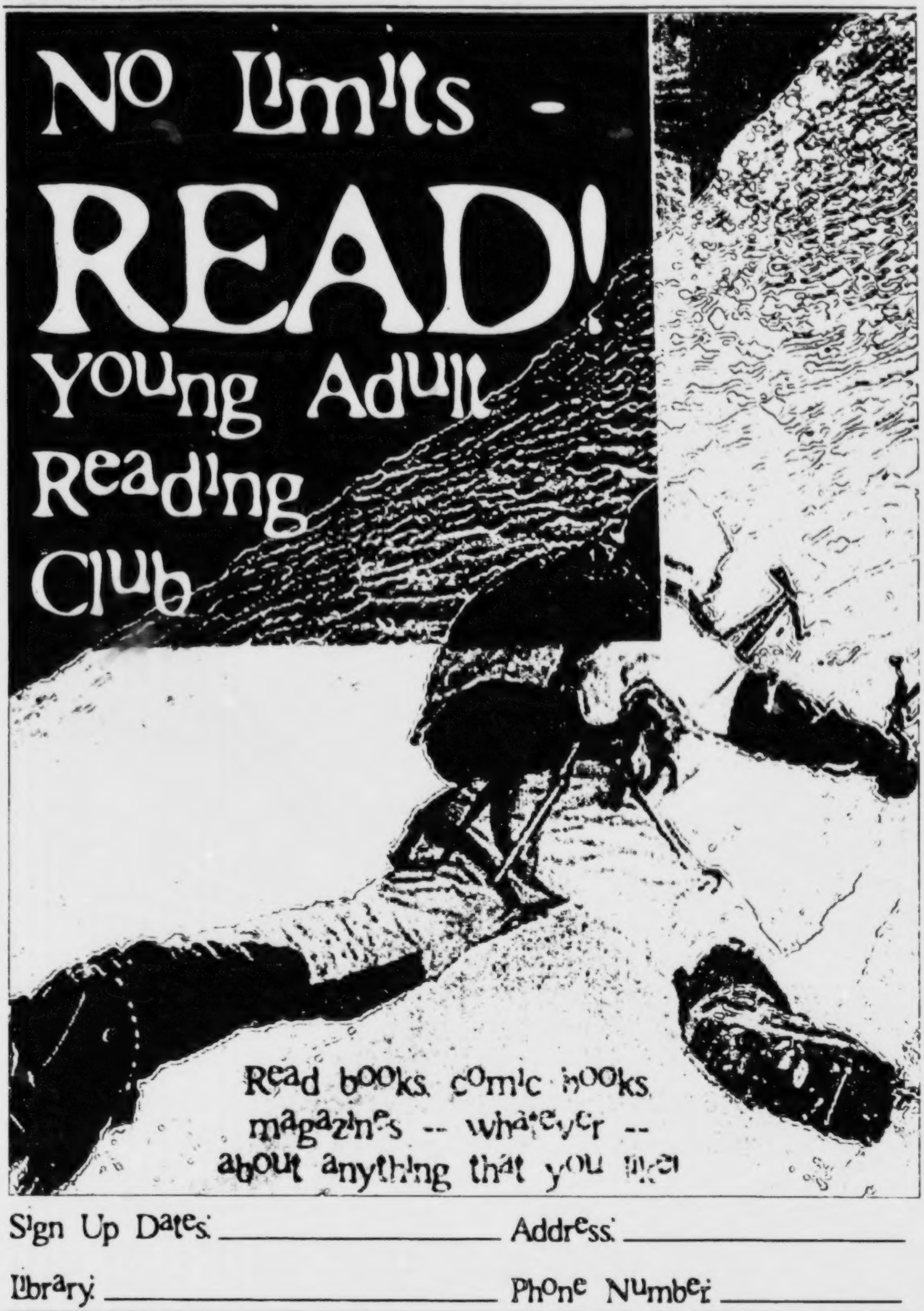
Eleanor Roosevelt

GIVE ME A FIRM PLACE TO STAND AND I WILL MOVE THE EARTH.

ARCHIMEDES

I SAW AN ANGEL IN THE STONE AND CARVED UNTIL I SET HIM FREE.

MICHELANGELO



No Limits -

READ!

Young Adult Reading Club

Read books, comic books, magazines -- whatever -- about anything that you like!

Sign Up Dates: ____________________ Address: ____________________

Library: ____________________ Phone Number: ____________________

BEST COPY AVAILABLE

Library: ____________________

Library's Phone Number: ____________________

Club Member's Name: ____________________

Date To Be Completed: ____________________

Push the Envelope

Are you ready for adventure? Here's your chance to push the envelope by reading a variety of books, comics, etc.

Just read at least one of the following types of materials. Write the titles of the items that you read next to the appropriate "label."

Mystery: ____________________

Historical Fiction: ____________________

Biography: ____________________

Non Fiction: ____________________

Classic: ____________________

Fantasy/Science Fiction: ____________________

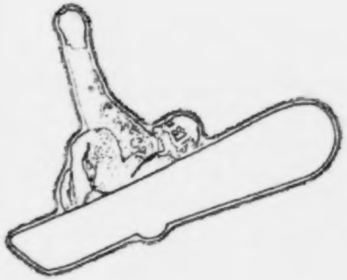
Modern Fiction: ____________________

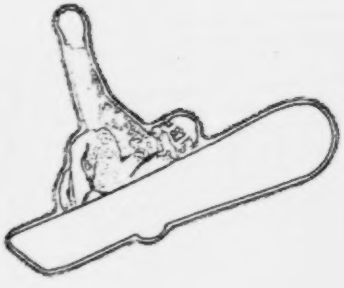
Short Story: ____________________

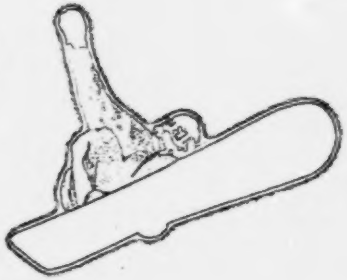
Comic Book: ____________________

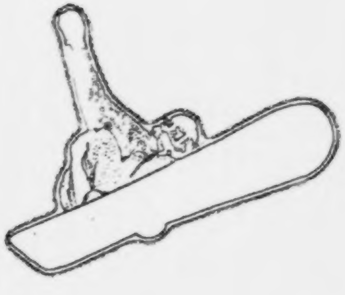
Article in Newspaper or Magazine: ____________________

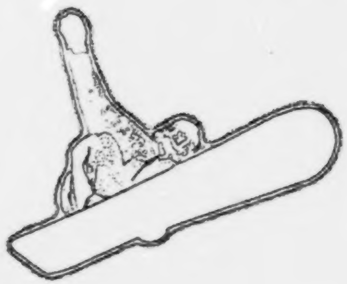
Write the title of each book that you read inside a snowboard.

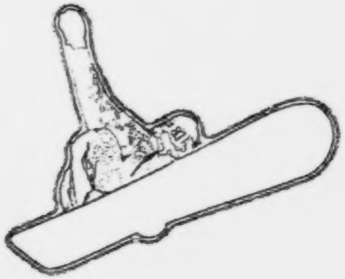


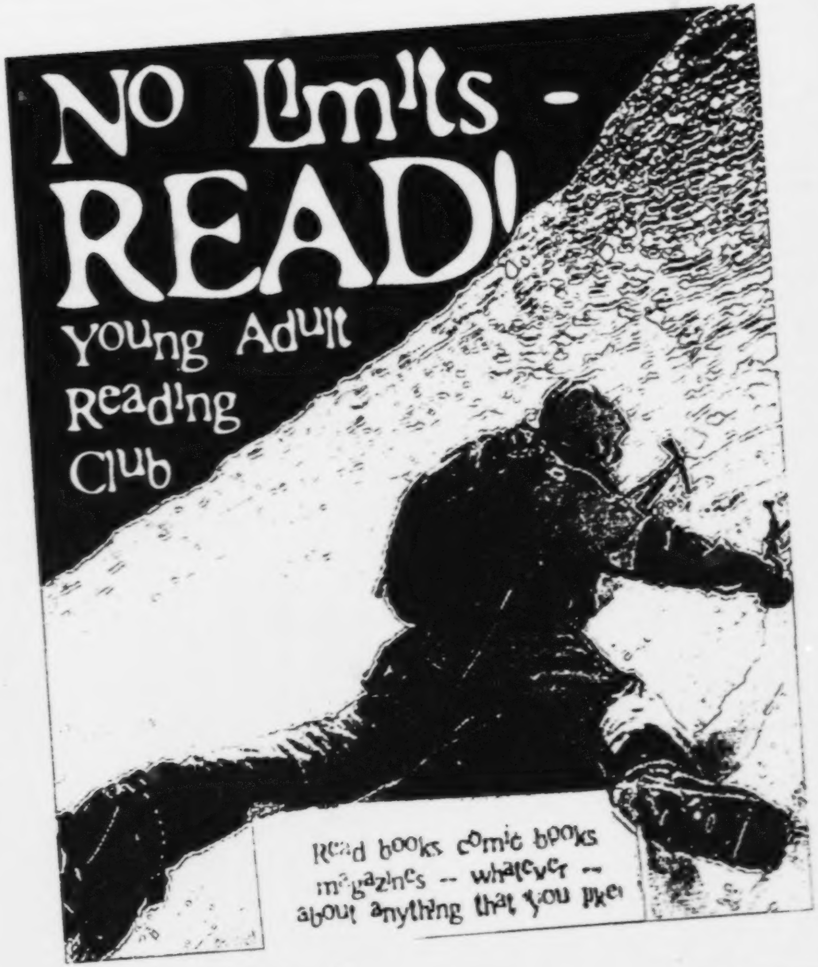












No Limits - READ!

Young Adult Reading Club

Read books comic books magazines -- whatever -- about anything that you like!

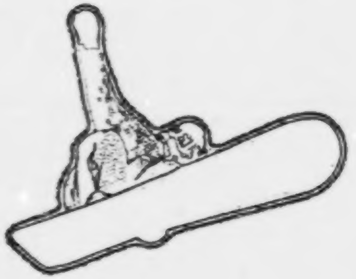
Member's Name: ____________________

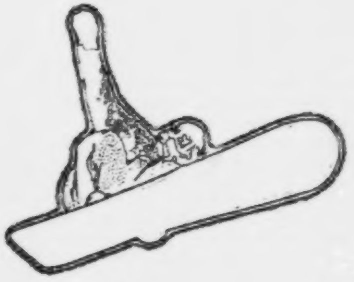
Goal: ____________________

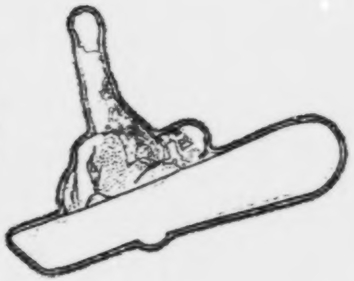
Date to be completed: ____________________

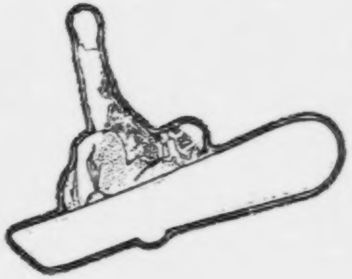
BEST COPY AVAILABLE

Write the title of each book that you read inside a snowboard.

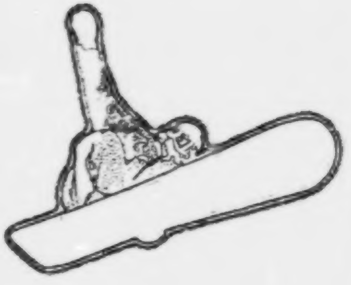


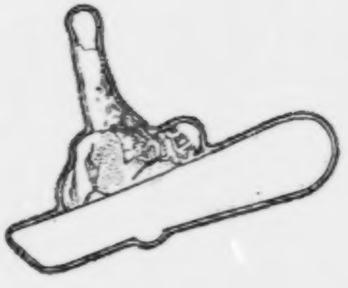


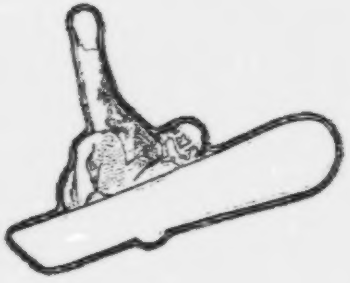


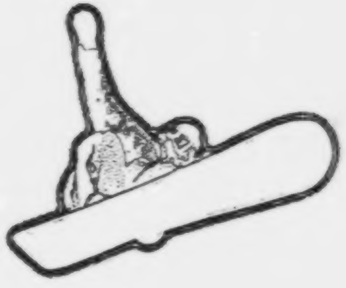


Write the title of each book that you read inside a snowboard.

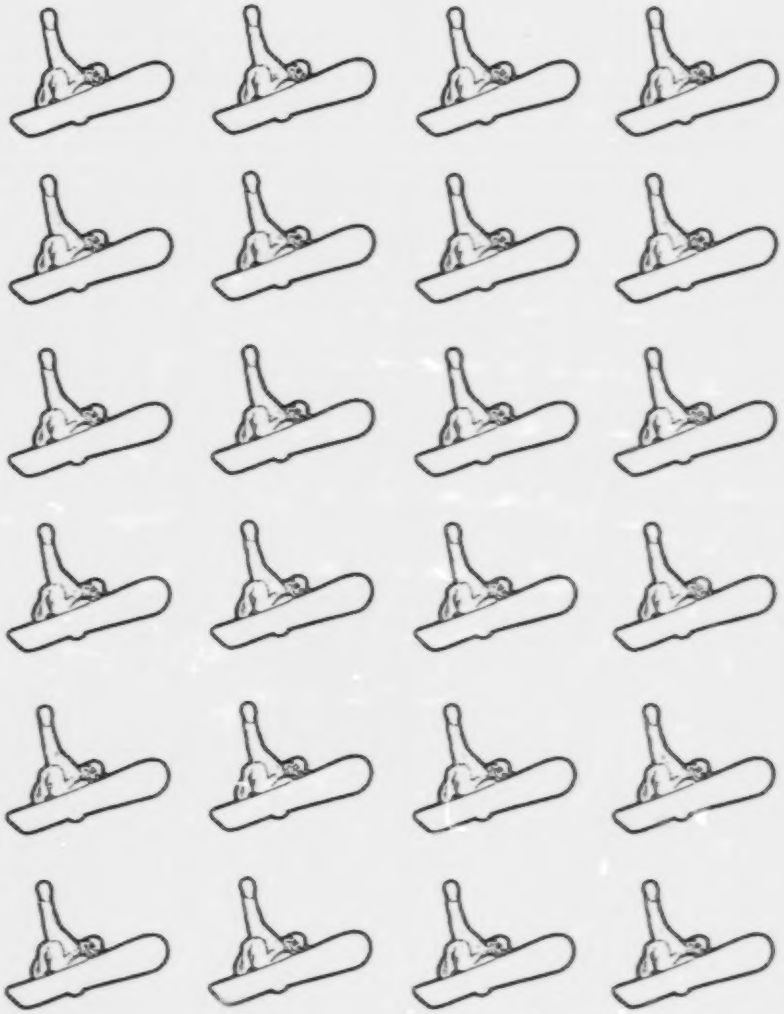


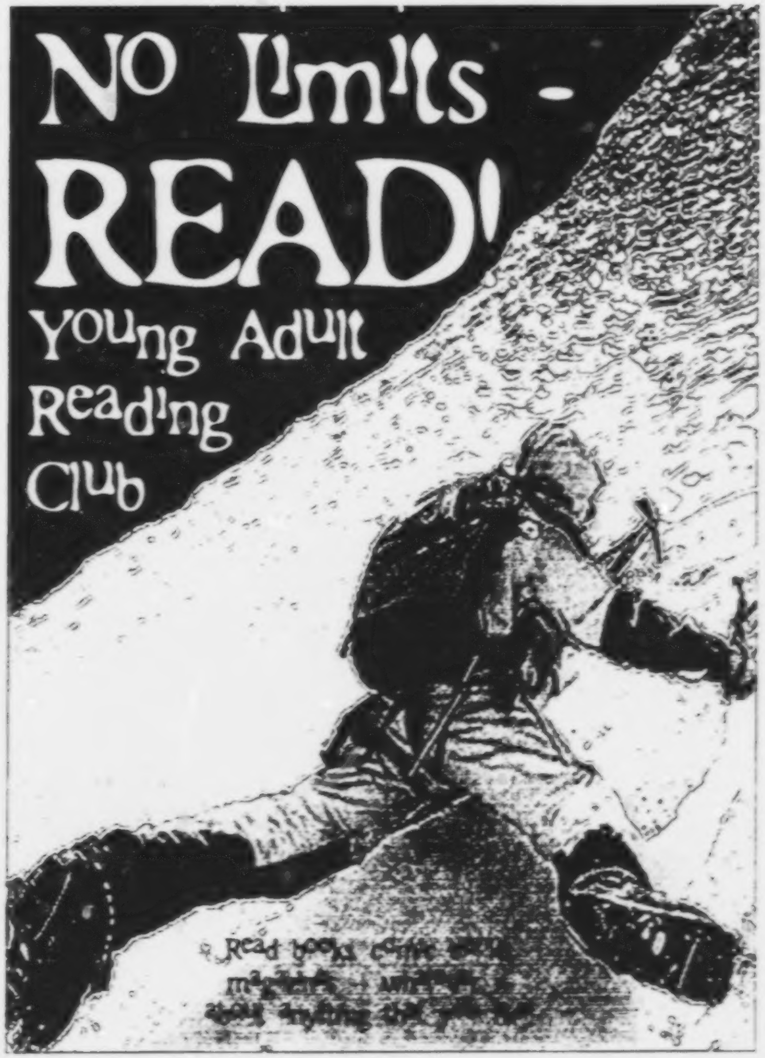






Cross out 1 snowboarder for each 15 minutes that you read.




No Limits -
READ!
Young Adult
Reading
Club
Read books comic [illegible]
magazines [illegible]
about anything [illegible]

Member's Name: ______________________
Goal: ______________________
Date to be completed: ______________________

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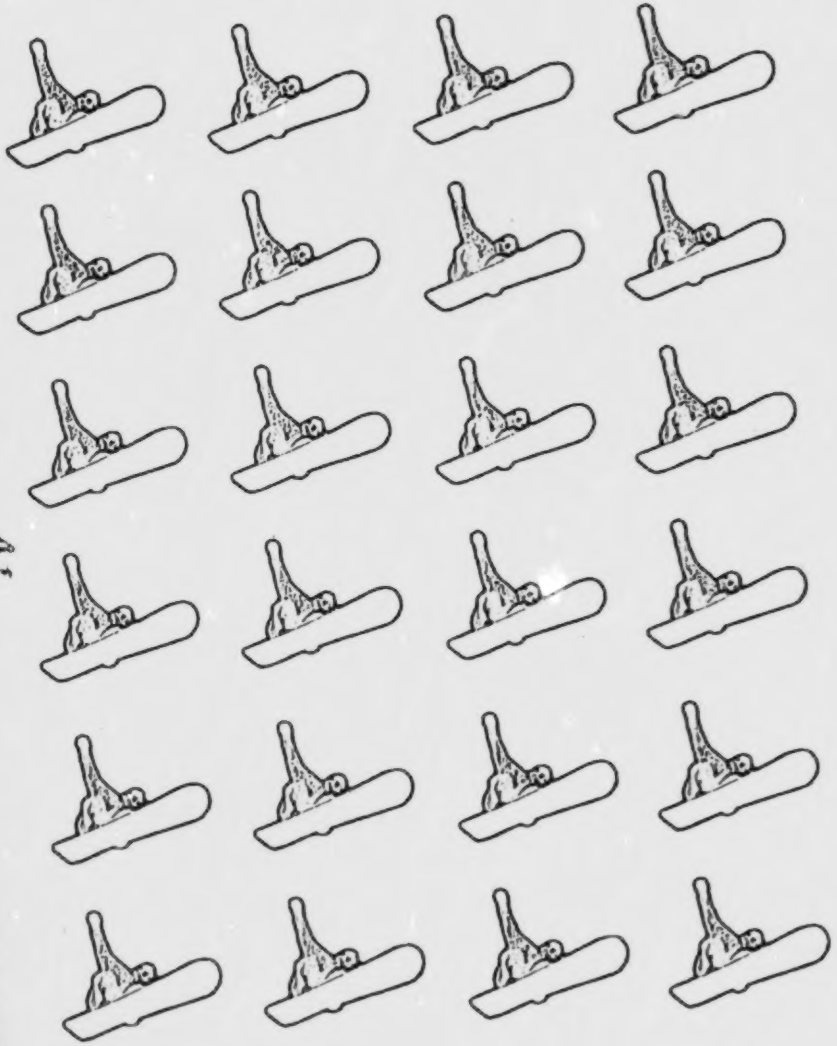
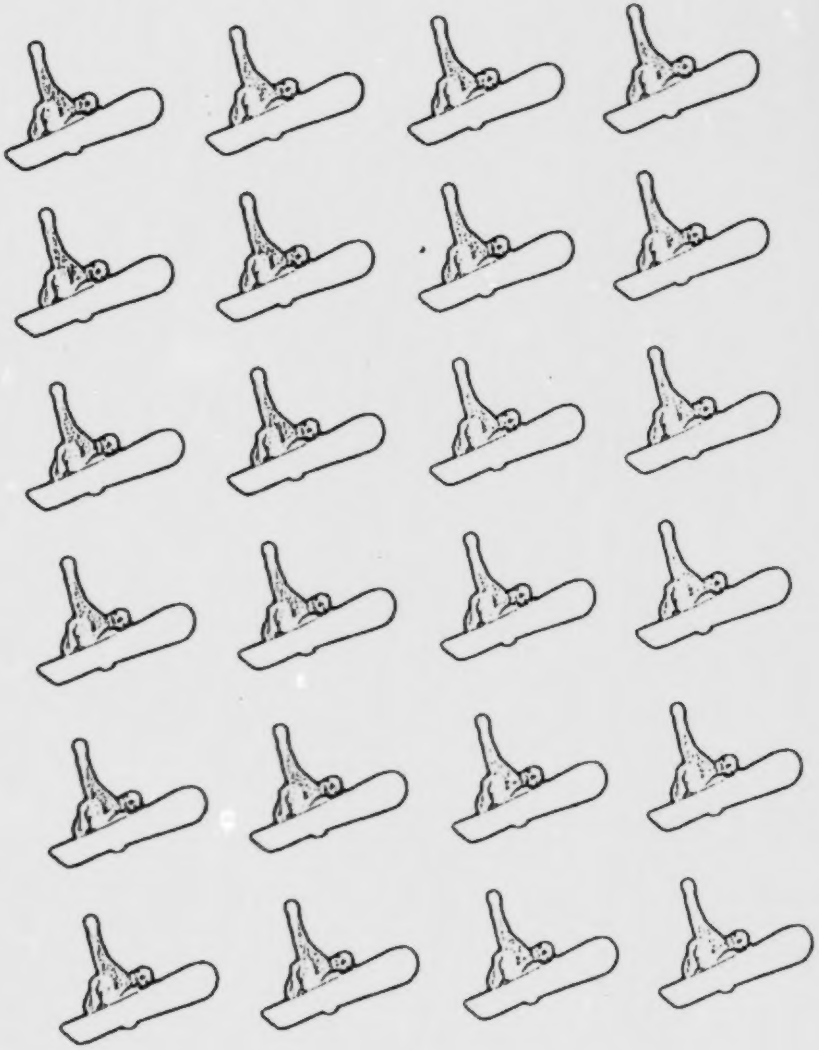
Cross out 1 snowboarder for each 15 minutes that you read.



Cross out 1 snowboarder for each 15 minutes that you read.



Programs for Young Adults

IV. Programs for Young Adults

Teen Volunteers and Teen Advisory Boards

Theme

Youth participation and assistance in library services.

Intended Audience

Teen Volunteers - Ages 12 to 18; 2 to 6 attendees.

Teen Advisory Board (TAB) - Ages 14 to 18; 2 to 10 attendees.

Program Duration

The length of the program may vary; a suggested length is two hours once a week during the summer. (Be careful not to allow volunteers to work too much or too often or their enthusiasm will wane.)

Program Description

Teen Volunteers are young patrons who assist library staff with a variety of library-related tasks such as preparing and presenting children's programs, filing and shelving library materials, and other duties. Teen Advisory Board members are older teens who work specifically to build the library's YA department collections, services, and programs.

Many teenagers volunteer at the library to fulfill community service requirements for school and other institutions. Teenagers willingly contribute by helping with tasks that they consider important. They develop a sense of ownership of the library and its services in a healthy teen volunteer or advisory program.

It is recommended that librarians interview young adults prior to their participation in one of these programs. Interviews will let teens know that they are respected and mature and that they will have important responsibilities. Interviews will also let them know the behavior that will be expected of them, what their responsibilities will be, and when and how often they will work.

Each teen volunteer should be scheduled to work two to four hours per week at regular times, usually once or twice a week. Teens have many activities and vacations throughout the summer. Library staff must let them know that is is permissible to miss a meeting or volunteer session, but that they need to let the librarian know in advance.

Planning is the key to the success of both of these programs. Library staff should plan appropriate activities and be prepared to offer quite a bit of supervision. Projects should be planned in stages that may be completed in one or two sessions so participants will experience a sense of accomplishment. To encourage enthusiasm, librarians may allow the young adults to choose from a variety of possible activities and explain why the activities or projects are important to the library. Teens will give "busy work" a cool reception.

Activities for Teen Volunteers

- Plan and present puppet shows, dramatic plays, or other programs for children.
- Plan a weekly "Teens and Tots" program in which teens read to preschoolers.
- Face painting for community summer events.
- Stuff "prize packets" for children's programs.
- Prepare craft materials for programs for all ages.
- Design and decorate bulletin boards and displays.
- Assist children with using computers.
- Assist children with finding books.
- Shelve picture books and fiction titles.

Activities for Teen Advisory Board

- Read critical reviews and suggest titles to be purchased. (The librarian will make all final purchasing decisions.)
- Write reviews of young adult materials. Post the reviews in a note book, on the library's web site and/or submit them to local newspapers.
- Plan and produce a teen newsletter.

- Plan and assist in presenting young adult and/or children's programs.

- Suggest titles for subject booklists.

Publicity

The library may publicize planned programs by sending announcements to area schools, newspapers, and radio and television stations, and posting flyers about upcoming programs. Staff may encourage young adults to participate by discussing plans with preteens and teens who are regular library users and by sending invitations to members of previous young adult reading clubs.

Sample Public Service Announcement

Teen Volunteers Needed at the (your library)!

Are you looking for something to do this summer? Here's your chance to help out your community and have fun at the same time. Volunteer at the library! Young adults ages (starting age) to (ending age) can call (phone number) for more information!

Legal Issues and Forms

Appropriate forms for young adult programs are essential tools to establishing guidelines and expectations. Examples of each of the following are included in this section: "Volunteer Information Form," "Volunteer Agreement and Confidentiality Statement," "Parental Permission Form," and "Parental Travel Release" form.

The library's volunteer coordinator and/or a city or county attorney should advise library staff who supervise young adults concerning child labor laws and legal restrictions for minors of various ages who work in the library. The "Parental Permission Form" below contains a clause stating that the parent assumes all risk of loss, injury, or death which may results from the child's participation in library activities. Library staff should discuss this and all other forms with their legal counsel. If possible, library staff should avoid transporting teen volunteers in their own vehicles or in a city or school vehicle. Parents must complete a "Parental Travel Release" form if a volunteer does require transportation.

Professional Resources

Sizzling Summer Reading Programs for Young Adults by Katharine L. Kan.

Young Adult Program Idea Booklet by Wisconsin Library Association YA Task Force.

Volunteer Information Form

Name: ______________________________ Date: ______________

Address: ____

Home Phone: ____

Name and Phone Number of Person to Contact in Case of Emergency:

____

Have you ever worked in a library? Yes ____ No ____

If yes, what were your duties?

____

____

Please place a check by activities you would like to do:

____ Type
____ Work with computers
____ Help with children's story time
____ File or shelve books
____ Help prepare displays and bulletin boards
____ Assemble crafts for children's programs
____ Recommend books, videos, and CD's for the library
____ Participate in a book discussion group
____ Check out books
____ Other: ____

Please circle the days when you can to volunteer:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Please write the hours that you are available (no more than 2 hours per day):

From _____ A.M./P.M. To _____ A.M./P.M.

How often would you like to volunteer?

____ Daily ____ Weekly ____ Monthly ____ Other: ______________

How old will you be on May 31, 200_? _________

Do you have any health restrictions: No _____ Yes ______

If yes, please describe ____

____

Information in this form will be used for library purposes only. If you are under 18 years of age, please have your parent complete the Parental Permission Form.

Volunteer Agreement and Confidentiality Statement

I, ______________________________ agree to serve as a volunteer for
____ Library.

Girls may wear skirts and blouses, dresses, and slacks/jeans and blouses/ shirts. Boys may wear shirts and slack and jeans (with no holes) and shirts. T-shirts that are in good condition and contain no writing, slogans, or pictures on them are all right to wear. Shorts, halter, tube or tank tops are not permitted. Sandals may be worn, but thongs may not.

As a volunteer, I agree to do the following:

- Complete assignments to the best of my ability
- Maintain confidentiality of information
- Dress appropriately
- Call my supervisor if I am unable to report at assigned time
- Observe all staff rules and policies
- Maintain a time record of hours that I volunteer

The Library agrees to provide the following:

- Adequate work space and supplies
- Supervision of my work
- Evaluation of my performance on a regular basis
- Training in Library procedures and policies
- Time sheet for recording hours
- Record of my volunteer time, which is available upon request (records will be kept for at least 5 years)

I have discussed my schedule with the librarian and these are the days and times that I agree to work at the library each week:

Day: _______________ From: ____________ To: ____________
Day: _______________ From: ____________ To: ____________
Day: _______________ From: ____________ To: ____________

I will call ______________________________ (the librarian's name) at ________________ (phone number) in advance if I am unable to follow this schedule.

Signed____

Dated_________________________

Parental Permission Form

I understand that my child, ______________________________, wishes to volunteer at the ___________ Library. As a material inducement to the City of ______________________, I consent on behalf of myself and my child to such volunteer service, and further agree as follows:

My child may volunteer to work as needed in the adult collection as well as in the children's collection.

On behalf of myself and my child, I hereby expressly assume all risk of loss, injury or death which may result from or arise out of my child's participation in volunteer activities with the _______________________ library. On behalf of myself and my child, I agree to release, relieve, indemnify and hold harmless the City of _________________________ (including its officers, agents, employees, and elected and appointed officials) against any and all claims, demands, damages, judgements, costs and expenses, including reasonable attorney's fees for the defense of such claims and demands, arising out of or in any way connected with my child's volunteer service with the City of

______________________.

I am aware that this form contains a **release of liability** and **indemnity agreement** which is intended to be legally binding. I have read it, I understand it, and I sign it of my own free will.

____

Signature

____

Date

Parental Travel Release Form

I consent on behalf of myself and my child, ________________, for them to ride in a vehicle owned by the City of ______________ and operated by a City employee for the purpose of traveling to ________________ [location] on __________ [date].

On behalf of myself and my child, I hereby expressly assume all risk of loss, injury or death which may result from or arise out of my child's riding or traveling with a city employee as set forth above. On behalf of myself and my child, I agree to release, relieve, indemnify and hold harmless the city (including its officers, agents, employees, and elected and appointed officials) against any and all claims, demands, damages, judgements, costs and expenses, including reasonable attorney's fees for the defense of such claims and demands, arising out of or in any way connected with my child's travel as set forth above, regardless of whether such claims, etc. arise in transit or at the destination.

I am aware that this form contains a **release of liability** and **indemnity agreement** which is intended to be legally binding. I have read it, I understand it, and I sign it of my own free will.

____

Signature

____

Date

Teen Poetry Workshop

Theme

Poetry writing workshop.

Intended Audience

Ages 12 to 18; 5 to 15 attendees.

Program Duration

2 to 4 hours in one or two sessions.

Preparation

- Create posters and bulletin boards about the program which invite participants to call to pre-register.
- Place the posters in your library, in local book and music stores, and in coffee houses or similar places frequented by young adults.
- Publicize the program in local newspapers, radio stations, and schools.
- Mail registrants an information sheet about the workshop. Call a day or two in advance of the event to remind them of the date, time, and location.
- Call the presenter a week before the workshop to re-confirm the dates and times of the program and the equipment and materials that the library will provide. Required equipment may include an overhead projector and/or a dry erase board.
- In advance of the workshop, prepare and copy handouts on the following pages.
- Provide pencils and paper for attendees.

Program Description

Hire a poet, an English teacher from a local school or university, or a member of a poetry club to present this program. As an alternative, library staff may present the workshop. Although poetry workshops may differ in format, most include short explanations of various types of poetry and creative, idea-generating exercises. They also provide several opportunities for attendees to begin writing poetry. Poetry may be written as "homework" which will be refined at a following meeting if the workshop is to have multiple sessions. An outline of a poetry workshop is provided below.

Ask attendees to allow the library to post a few of the poems composed during the workshop on a library bulletin board, on the library's young adult web page, and/or in a teen newsletter.

Poetry Workshop - Outline

I. Introduction - Discuss the following terms and their definitions and provide examples of some of them from well-know poems or popular music.

Poem	An expression of feelings or ideas using rhythm and elements such as metaphor, meter, and rhyme.
Metaphor	A comparison in which one word or phrase which literally means one object is used to describe another object.
Simile	A comparison using the words "like" or "as."
Meter	A measured, patterned arrangement of syllables, primarily according to stress or length.
Rhyme	words with ending sounds that are similar or identical.

II. Three basic types of poems – Explain the three basic categories of poems.

◆ *Lyrical Poems* are the most frequently used of poetry forms. In them, the speaker expresses a single thought or concept.

One type of lyrical poem is the long *elegy* or poem of lament, usually over the death of a particular person. It may be a meditative poem in a sorrowful mood. An example of a poem is Thomas Gray's *Elegy Written in a Country Churchyard*. An example of a song is *Candle In the Wind* by Elton John which is on the album, *The Very Best of Elton John*.

Another type of lyrical poem is the *ode* that is a rich, intense expression of elevated thought, often an expression of praise to a person or object. An example of a lyrical poem is John Keats' *Ode to a Nightingale*.

- *Narrative Poems* narrate events or stories that stress details of plot and action. A *ballad* is a popular, short narrative poem that typically has stanzas of two or four lines and often has a refrain or recurring chorus. Folk song ballads are included in this category as well as popular songs such as *Fresh Prince of Bel Air*, the theme song to the TV series, which is on *Jazzy Jeff and the Fresh Prince* by DJ Jazzy Jeff.

- *Dramatic Poem* – portrays a story of life or character and usually involves conflict and emotions. It includes a plot that unfolds with action and dialog. An example is "Barbara Fritchie" by John Greenleaf Whittier and "Hiawatha's Wedding Feast" by Henry Wadsworth Longfellow.

III. Form Poems. Discuss the following types of poems that are good for beginning writing. Make transparencies of examples and/or work with the group to write one of each on a chalk board, easel, or dry erase board.

- *Color Poems* are rhyming or non-rhyming poems expressing feelings about a favorite color. Here is an example of a color poem.

Silver

Silver is like grandma's beautiful hair
Silver is the coin in my pocket
Silver is the lining on the clouds so high
Silver is the ring my mother on my finger
Silver

- The *Never-Ending I Wish Poems* consists of any number of five-line stanzas beginning and ending with "I wish..." Here is an example:

I Wish...

I wish for a big, green field
Filled with trees and jungle gyms and baseball fields
Where children could play without fear.
I Wish ...

- *Haiku* is a Japanese form of poetry containing seventeen syllables in 3 lines. Each of the three lines have a specific number of syllables: line 1 has five syllables, line 2 has seven syllables, and line 3 has five syllables. A haiku usually deals with one scene from nature and is most often set in a specific season. Here is an example.

Spring Waters"

by Tyran McCall, Harker Heights Public Library Teen Volunteer

Blue spring waters sit,
And watch the blue skies wander,
Leading plants to drink.

- *Tanka* is a classic Japanese form of poetry producing an image of a single event or feeling. It consists of five unrhymed lines of specific numbers of syllables. Line 1 has five syllables; line 2 has seven syllables; line 3 has five syllables, line 4 has seven syllables, and line 5 has seven syllables.

Do you remember
an endless summer night when
stars whispered softly
and you dreamed and gazed and wished
so free happy wild.

- In *Acrostic* poems, the first letters of each line are aligned to form a word. Here is an example:

Tall and wise
Regal and majestic
Ever silent
Enveloped by society

- A *Diamonte* poem forms the shape of a diamond and has the following requirements:

Line 1 is a noun or subject; line 2 has two adjectives; line 3 has three gerunds; line 4 is four words about the subject, line 5 has three gerunds, line 6 has two adjectives, and line 7 is synonym for the subject. Or, line 1 is a noun or subject; line 2 has two adjectives; Line 3 has three gerunds; line 4 has four words about the subject (two for subject, two for antonym); line 5 has three gerunds (about the antonym); Line 6 has two adjectives (about the antonym); and line 7 has an antonym for the subject. Here is an example.

Love
True, Pure
Keeping, Caring, Staying
Sought Forever; Often Found
Creeping, Lying, Possessing
Untrue, impure
Hate

- A *Limerick* is a rhyming poem that combines a couplet with a triplet. Lines 1,2, and 5 are rhyming (or nearly rhyming) lines of three down beats; lines 3 and 4 are rhyming (or nearly rhyming) lines of two down beats. Here is an example.

There was a young girl named Marian
Who traveled to lands rich to barren
She did not fly,
Nor walk, nor ride
Instead she became a librarian.

Getting started

The presenter may begin the poetry-writing exercises by discussing and practicing several techniques to generate ideas for poems, such as brainstorming and webbing, and then ask students to write a poem in any of the above formats.

Variations

Present a workshop series that includes writing prose, songs, and drawing comics, or host a "poetry slam" or open mike at the library.

Young Adult Resources

Another e.e. cummings by e.e. cummings and edited by Richard Kostelanetz.

Back to Class: Poems by Mel Glenn by Mel Glenn.

Cool Salsa: Bilingual Poems on Growing Up Latino in the United States edited by Lori Carlson.

Earth-shattering Poems edited by Liz Rosenberg.

The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers edited by Liz Rosenberg.

My Own True Name: New and Selected Poems for Young Adults, 1984-1999 by Pat Mora.

Split Image: A Story in Poems by Mel Glenn.

The Moon in the Pines: Zen Haiku selected and translated by Jonathan Clements.

Things I Have to Tell You: Poems and Writing by Teenage Girls edited by Betsy Franco

What Have You Lost? selected by Noami Shihab Nye.

Write Where You Are: How to Use Writing to Make Sense of Your Life: A Guide for Teens by Caryn Mirriam-Goldberg, Elizabeth Verdick, and Darsi Drever.

You Hear Me? Poems and Writings by Teenage Boys edited by Betsy Franco.

Web Sites

Glossary of Poetic Terms compiled and edited by Robert G. Shubinski
http://shoga.wwa.com/~rgs/glossary.html

Haiku Habitat by Tom Brinck
www.scifaiku.com/haiku/

This Poetry: A Practical Guide to Writing Poetry
www.thispoetry.com

Poetry Pals K12 Student Poetry Publishing Project
www.geocities.com/EnchantedForest/5165/index1.html

Professional Resources

The Basic Young Adult Services Handbook: A Programming and Training Manual edited by Lisa C. Wemett of the Youth Services Section of the New York Library Association.

Teen Talk Book Discussion

Theme

Book discussion about library materials.

Intended Audience

Ages will vary but similar ages are grouped together; 5 to 10 attendees.

Program Duration

30 minutes to 2 hours (if a movie is added) on a Saturday afternoon or evening.

Preparation

- Librarians prepare a booklist of titles in various genres that are popular with young adults.
- Librarians prepare snacks, gather books and other materials related to the topic, and decorate the room, or allow the teens to do so.
- Librarians prepare a few open-ended questions concerning the characters, plot, theme, or setting to begin the discussion. For example, "Who was the most interesting character?" "What surprised you about the book?"

Program Description

This program provides young adults an opportunity to discuss books that they read by joining a monthly book discussion group. For the first meeting, the librarian may select a title or genre for the teens to read. At each subsequent meeting, teens will decide upon a specific genre or type of book to read prior to the next meeting. For example, all group members may read a mystery, a biography, or a book about American history. They may also choose a title from the booklist prepared by the librarian. The librarian initiates each discussion by asking open-ended questions. If a related movie with public performance rights is available, let the young adults view it if time permits. **To comply with copyright law, the library must have public performance rights for all movies and films that it shows.**

Variations

All members read a specific book and discuss it. If there has been a movie based on the book and a copy with public performance rights is available, let the club members watch the movie. Provide popcorn, drinks and other "movie" snacks as well as pillows or comfortable chairs, or allow participants to bring sleeping bags, pillows, etc.

Readers' Theater Program: Uncover the Unexpected

This program is based on "The B(ook) Files: Uncover the Unexpected," the 1999 Young Adult Reading Club presented by the Montgomery County Memorial Library System.

Themes

Fantasy, science fiction, horror, and readers' theater.

Intended Audience

Ages 14 to 18; 10 to 30 attendees. This program may easily be modified for younger audience by using different scripts.

Program Duration

1 hour.

Preparation

- Prepare for the program by designing an FBI or *Men In Black* badge. An example may be found at www.meninblack.com/newagent/register.html.
- Write three readers' theater scripts as outlined below.
- Compile a bibliography of fantasy, science fiction, and "strange and unusual" non-fiction titles in the library collection.
- Gather some of these books to display during the program. Also, display the books upon which the readers' theater scripts are based.
- Gather CD's of music from the *X-Files* television show or from the *X-Files* movie.
- Develop a list of science fiction and fantasy web sites that will appeal to teens. (Include some that focus on aliens and conspiracy theories.)
- Copy the readers' theater scripts, the bibliography, and the webliography for distribution at the program.
- Ask area bookstores to donate science fiction and/or fantasy paperbacks to give to the program attendees. Placed in plastic bags and

tape them beneath the chairs, or use them as door prizes.

- Prepare snacks or invite the young adults to bring them.

- As program coordinator, the librarian wears a dark suit, a badge, and act as the "project director."

Undecorating

Before the *Men in Black* program, "undecorate" the room to make it look as stark and blank as possible to simulate a debriefing room. Keep the lighting low. Arrange the chairs in a semicircle facing a long table with a few chairs. Display fantasy, science fiction and related non-fiction books, videos, and CDs on tables around the room. Serve snacks on one table. Play music from the X-Files television show or from the X-Files movie.

Program Description

Young adults who attend this fantasy/science fiction party pretend to be agents investigating the "strange and unusual." Their goal is to "Uncover the Unexpected" in the world of books. Major themes are *Men In Black* and *X-Files* and other popular television shows and movies. The program will provide those young adults who love the strange and unusual with a variety of titles to read and enjoy.

Participant Briefing

As attendees arrive, the librarian hands each a *Men In Black* or an FBI badge as well as a plain manila folder containing the bibliography, the webliography, and three readers' theater scripts. When the program begins, these new agents will sit in the chairs as the project director begins to explain the mission of determining the truth behind three strange occurrences. If attendees are to read the scripts, the director will then ask for volunteers to participate in the readers' theater presentations. Allow the participants quickly to practice their readings as the other agents peruse the other materials displayed on the tables and eat snacks. For the readers' theater presentations, have agents sit again in the chairs in the semicircle while the readers sit at the front desk and read their parts.

Assignments

At the end of the program, offer agents a chance to determine the truth behind these and other strange happenings by reading the books on which the readers' theater scripts are based. Also invite them to read the books on the bibliography and those displayed on the tables. Ask them to look for the gift books in plastic bags taped beneath the chairs, or draw names for door prizes for the books donated by local bookstores. Invite them to explore the list of science fiction and fantasy web sites on the webliography using the library's computers.

Performing Readers' Theater

Readers' theater is often defined by what it is not. Props, costumes, and sets are not required. Participants do not memorize or act out the script in any way. They read the scripts dramatically and may use their voices, facial expressions, and small hand gestures to interpret the characters. Here are some tips for a smooth performance:

- Arrange the readers in a row or semicircle facing the audience. They may all stand or they may all sit. If the readers stand, they may take a step forward while reading and step back when finished. If they are sitting, they may stand while reading and sit when finished. Readers may be either the teens attending the program, members of the Young Adult Advisory Board, and/or staff members.

- If there are two narrators, put one on each end of the stage.

- Readers may hold their scripts or the scripts may be placed on music stands.

- A participant may be assigned to read more than one role. This works best if the two characters do not have consecutive lines.

- Review words that are difficult to pronounce and define words that the readers may not understand.

- Allow time for the players to read the script silently. Provide pens and markers for them to highlight their lines and make stage notes, such as "use a gruff voice." If time permits, let them read the script aloud before the performance. It is best if the readers know their lines well enough to look at the audience at least half the time. Readers may rehearse the scripts a few times in advance with assistance and suggestions from the program coordinator.

- Ask one player to introduce the title and author of the story. Instruct all players to freeze until the audience is quiet and ready to listen.

- When the reading is finished, the readers freeze for a long moment and then they all bow together.

Writing Readers' Theater Scripts

Choose several science fiction/fantasy novels that will appeal to the young adults. For each book, choose an exciting, dialogue-filled passage that gives just enough information to catch the attention of young adults. Rewrite that passage as dialogue. Include lines for a narrator that provides pertinent information. Below are some books that lend themselves to readers' theater.

- ◆ *Magic Kingdom For Sale—Sold!* by Terry Brooks. In the latter part of the fourth chapter, the narrator explains the strange circumstances after a simple introduction. This chapter gives enough information about the book to whet the appetites of potential readers without revealing the entire plot. Write dialog for Ben and Questor Thews that is closely related to the text.

- ◆ *Look for Me By Moonlight* by Mary Downing Hahn. Chapter seven sets the mood for the entire book and introduces most of the main characters. It features excellent dialog from which a readers' theater script may be written.

- ◆ In any of the *X-Files* books designed for young adults, the second chapter almost always involves Agents Mulder and Scully discussing the strange case that is to be solved. Simply rewrite that or a similar passage as a readers' theater script.

- ◆ In almost all of the books in the *Buffy the Vampire Slayer* series, Buffy and her friends discuss mysterious occurrences that describe the book's premise in a chapter or part of a chapter. These passages contain the pithy conversation for which both the television and the book series are known and are excellent as a basis for readers' theater scripts.

Variations

Host the "B(ook) Files: Uncover the Unexpected" reading club for young adults. "Agents" who join the club receive name badges and a reading log to record the books they read. Keep agents' files in manila folders. Present the above program as a beginning or ending party.

Write and present readers' theater scripts based on *Look For Me By Moonlight* by Mary Downing Hahn or *Magic Kingdom for Sale – Sold!* by Terry Brooks.

Additional Young Adult Resources

Alien Abductions: Creating a Modern Phenomenon by Terry Matheson.

Blood and Chocolate by Annette Curtis Klause.

Buffy the Vampire Slayer motion picture and television series.

The Immortal (Buffy the Vampire Slayer) by Christopher Golden and Nancy Holder.

Lirael: Daughter of Clayr by Garth Nix.

Men In Black motion picture.

Shades of Simon Gray by Joyce McDonald.

Shadow of the Hegemon by Orson Scott Card.

Skin by Ben Mezrich (X-Files) and others in the two series for YAs and adults.

Treasure at the Heart of the Tanglewood by Meredith Ann Pierce.

The X-Files: Book of the Unexplained, Vols. I and II by Jane Goldman.

X-Files motion picture and television series.

Music

Buffy the Vampire Slayer: The Album. Collection of music from *Buffy the Vampire Slayer* television series.

Men In Black: The Album. Soundtrack to *Men in Black* motion picture.

X-Files Motion Picture Score.

Web Sites

Buffy the Vampire Slayer Official Site by Warner Brothers TV Network
www.buffy.com

Men In Black by Columbia Tristar Interactive
www.meninblack.com

UFO Watch by Adam Finzel
www.ufowatch.com/index.asp

The X-Files Official Site by Fox Network
www.thexfiles.com/main_flash.html

Professional Resources

Introduction to Readers' Theatre: A Guide to Classroom Performance by Gerald Lee Ratliff.

Quest: The Search for Meaning Through Fantasy by Larry Rochelle in *English Journal* 66 (October 1977): 54-55.

Readers' Theatre: A Library Media Specialists Best Friend by LaVonne Hayes Sanborn in *School Library Media Activities Monthly* 10 (May 1994): 31-33.

Readers' Theatre for Young Adults: Scripts and Script Development by Kathy Howard Latrobe and Mildred Knight Laughlin.

Web Crawling

Theme

Searching the Internet.

Intended Audience

Ages 12 to 18; 10 to 15 attendees. May be presented one-on-one.

Program Duration

1 hour or less.

Preparation

- Develop a handout to guide participants through the basics of web browsers and search engines or copy the "Introduction to the World Wide Web" below.
- Develop an Internet Scavenger Hunt and a list of sites and search engines to assist participants in finding the answers. The Scavenger Hunt should begin with questions about the library's web page. Subsequent questions may become more difficult and require utilization of search engines and advanced thought processes.
- Develop a list of Internet sites of particular interest to young adults, including library web pages designed for this age group (e.g., the Internet Public Library Youth Division at www.ipl.org/youth/.)

Program Description

Young adults will learn the basics of browsing and searching the Internet. If possible, this should be a hands-on workshop in which participants work in a computer lab or on a group of library computers. The presenter may use a computer and a digital projector to demonstrate the workshop content. After participants learn the basics of Internet usage, they will complete a Scavenger Hunt. When they finish the Scavenger Hunt, they may view additional sites of special interest.

Introduction to the World Wide Web

Designed by Gillian Wiseman
Youth Services Librarian at the Waco-McLennan County Library

What is the Internet?

The Internet is a vast collection of computers connected into a network. The Federal Department of Defense and scientific researchers first developed the Internet. Universities, schools, and businesses later began to use it as a means of communication. Today, the Internet includes millions computers in countries throughout the world.

What is the World Wide Web?

The World Wide Web (WWW) is often called "the Internet." It is really only one piece of the whole Internet. While some parts of the Internet communicate using only text, the World Wide Web is the network of computers that communicate using text, graphics, sound, animation, and video.

What is the WWW good for?

The World Wide Web is great for finding information on almost any topic including homework and education, hobbies, commercial retail businesses, healthcare, science, and recipes.

What is a Browser?

A browser is a computer application that allows users to access web pages that include pictures, video, sound, and more. Every browser has a "toolbar" at the top. The most commonly used browsers are Netscape Navigator and Internet Explorer. The buttons on the toolbar of each are similar. From left to right, here are some of the most important buttons on the toolbar:

- ◆ The Back Arrow moves back a page.
- ◆ The Forward Arrow moves forward a page after you have moved back.
- ◆ The Stop button stops a page that is loading. This is useful if the page is taking too long to load.
- ◆ The "Home" button returns users to the Home Page. As a courtesy to other users, click this when you are finished.

- The "Refresh" or "Reload" button reloads and updates the page that is currently in use from the Internet to the computer. This is rarely necessary!

- The "Search" button will select a random search engine for the user.

- "Favorites" or "Bookmarks" displays a list of web sites that the library staff or an individual has selected as particularly helpful.

- The "Print" button allows users to print the current page.

- The "Address" or "Location" line is where users type the URL of a web site. URL stands for Universal Resource Locator but is also known as a web address.

- The "Explorer" or "Netscape" symbol in the top right corner of the screen spins when the computer is working on a request. It shows that the computer is "thinking."

Finding Information on the Internet

There are three ways to find information on the Internet: 1) type in a URL or web address, 2) browse, or 3) search.

Enter a URL

Entering an address or URL is easy, but it only works if you already know where you want to go. Here's how to do it:

- Place the cursor on the address bar, and click once to highlight the contents.

- Press "delete" to clear the current URL.

- Type in the new URL. It must be typed exactly, with all dots, symbols, slashes, letters, and words. For example, try these addresses.

  www.discovery.com — *Discovery Channel Online.*

  www.discover.com — *Discover Magazine* web site

Browse

A subject directory is a menu or list of topics and subtopics that users may "click" on. For example, the category "Entertainment" in one subject directory might include music, movies, and games. Subject directories include only a tiny portion of sites that are available on the Internet. They are great for beginners and for finding popular web sites. Two subject directories are *Yahoo* (www.yahoo.com) and *Magellan* (www.magellan.excite.com).

Use the subject directory *Yahoo* (www.yahoo.com) to answer the question "Is there water or ice on the moon?" Hint: click on "Science."

Search

If you do not know the URL for a page, you may type a keyword in a search box. A search engine uses a program called a "spider" or "robot" to search the Internet for web sites with a keyword. Two excellent search engines are *Google* (www.google.com) and *Altavista* (www.altavista.com).

Use the search engine *Altavista* (www.altavista.com) to answer the question "Is there water or ice on the moon?" Hint: use the keywords "water" and "moon."

Compare the results you found on *Yahoo* and *Altavista*.

Are the lists of web sites on *Yahoo* and *Altavista* the same?

Do all of the web sites listed look as if they would answer the question?

Choose one web site and look for the name of the person or organization who hosts it. When was the information posted onto the web site?

Hot Tips for Searchers

- If you wish to search for a phrase rather than a keyword, put quotation marks around the phrase. The search engine will search for the words in the order they are typed instead of searching for the individual words.
- In Altavista and some other search engines, put a "+" in front of each word you MUST have in the results, and a "–" in front of each word you want to AVOID. For example: "+recipe+chicken–barbeque."

- Some search engines use AND and NOT instead of + and – to limit searches.

- Use the word OR between two words to find either word, for example: cats OR dogs.

- Always read the help screens for your favorite search engines.

Great Sites to Learn More About the Internet

Internet Public Library
www.ipl.org/ref/websearching.html
This site gives descriptions of many major search engines, their strengths and weaknesses and tips on how to use them.

Kansas Public Library
www.kcpl.lib.mo.us/search/srchengines.htm
This site introduces search engines and tells when, how and why to use them.

Search Engine Watch
www.searchenginewatch.com/facts/index.html
Search Engine Watch provides tutorials, search assistance, power searching strategies, reviews of search engines, and FUN stuff!

University of California at Berkley
www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
Extensive tutorial, including the Internet, the World Wide Web, and Netscape.

Young Adult Resources

Cybercrimes by Gina De Angelis.

The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher by Randolph Hock and Paula Berinstein. Professional Resources

The Librarian's Quick Guide to Internet Resources by Jenny Lynne Semenza.

Origami and Storytelling

Theme

Asian literature, storytelling, and origami.

Intended Audience

Ages 12 to 15; 10 to 20 attendees.

Program Duration

45 minutes.

Preparation

◆ Select a story to tell that either originates in Japan or another Asian country or has an Asian character. Select a related origami figure. Practice folding the animal or other object out of paper while telling the story. Some examples of stories are *Everyone Knows What a Dragon Looks Like* by Jay William. A related origami figure is a dragon that may be found at www.origami.vancouver.bc.ca/Files/GIF/dragon1.gif. Another story is *Sadako* and a related origami figure is a crane that may be found at www.monkey.org/~adysart/origami/crane/.

◆ Decide upon one or two origami projects to be folded by program attendees. Sakata's *Origami* contains a box that can be folded out of an old greeting card. The *Make an Origami Jumping Frog* web site features a pattern for an easy-to-fold origami frog. Compile an origami packet that includes paper, instructions for the folds that you will use while telling the story, and instructions for folds to be taught to attendees.

◆ Gather books on origami to display during the program and tales and books from Japan and Asia. Prepare and copy a bibliography of these books. Also include a few web sites on origami.

◆ Select Japanese or Asian music to play during the program, such as *Oriental Gardens*.

Program Description

Origami is the art of paper folding. The word comes from the Japanese words, *ori* which means "to fold", and *kami* which means paper. In this program, young adults listen to a story from Asia while watching the program presenter fold related origami objects. Afterwards the attendees will be taught to fold a few origami figures. Participants listen to Japanese or Asian music when they arrive and as they practice origami. At the end of the program, distribute the bibliography and invite participants to check out some of the books on origami and stories from Japan and Asia that are on display. Invite them to explore the web sites on the library's computers.

Variations

Present a workshop for advanced origami and/or add tangrams.

Young Adult and Professional Resources

Complete Origami: An A-Z of Facts and Folds, With Step-by-step Instructions for Over 100 Projects by Eric Kenneway.

Easy Origami by Kazuo Kobayashi.

Origami by Hidaki Sakata.

Sadako by Eleanor Coerr.

Web Sites

Explanation of Basic Folding by Peter Budai
members.tripod.com/~PeterBudai/Index_en.htm

Joseph Wu's Origami Page
www.origami.cancouver.bc.ca

Make an Origami Jumping Frog by Sandra Loosemore
netro.ajou.ac.kr/~lastfrog/frog/froggy/origami/origami.html

Music

Oriental Gardens by various artists.

Money for School

Theme

Careers and Financial Aid.

Intended Audience

Ages 16 to 18; 10 to 20 attendees.

Program Duration

45 minutes to 1 hour.

Preparation

- Design a handout to promote the workshop. Post it in high schools, colleges, universities, and inside the library.
- Send press releases to local newspapers and public service announcements to local radio stations inviting all individuals interested in obtaining money for education to attend the program at the library.
- Compile and copy a list of web sites for financial aid and institutions of higher education, or copy the one at the end of this chapter.
- Copy the "Funding Your Education" handout included in this program.
- Prepare a handout explaining how to navigate reference books in your library collection that contain financial aid information.
- Request copies of a Free Application for Federal Student Aid (FAFSA) from a high school counselor, a college or university, or online from the Texas Guaranteed Student Loan Corporation (www.tgslc.org.)

Program Description

Library staff or a counselor from a local school, community college, technical school, or university counselor may plan and present this program for young adults who wish to find funds to continue their education at technical schools, colleges, and/or universities. The workshop will explain how to find and apply for funds using web sites and print library resources. The presenter will explain that most individuals need financial assistance in order to further their education and outline the steps to apply for and receive funds for education. The presenter will distribute the handouts and the forms to apply for federal assistance (these forms may also be completed online), demonstrate the use of the print resources, and provide a tour of some of the web sites. The attendees will explore the print resources and visit web sites listed on the handouts. The Texas Guaranteed Student Loan Corporation has a comprehensive web site entitled *Adventures In Education* with links to information about financing higher education at www.AdventuresInEducation.org.

Funding Your Education

1. Start NOW! Talk to your school counselor.
2. Locate the web site of the school that you wish to attend. Read the information for prospective students about financial aid and scholarships. Universities are indexed on the American Universities web site below.
3. Explore the various types of financial aide and your eligibility for them on the Texas Guaranteed Student Loan Corporation's *Adventures in Education* web site at www.adventuresineducation.org/Resources/Internet.html#finance.
4. Look in referenence books such as *The Scholarship Advisor* by Chris Virturo and *Scholarships* by Gail Schlachter. Read the preface to find out how to use each book. Look in the various indexes. Be prepared to write down or make copies of all needed information.
5. Complete the Free Application for Federal Student Aid (FAFSA) on the Web at www.fafsa.ed.gov/.

Web Sites with College Admissions and Financial Aid Information

Adventures in Education
www.adventuresineducation.org/AIEhome.html
Texas Guaranteed's (TG) *Adventures In Education* (AIE) web site has information on developing career goals, finding the right school and financing your education, admission requirements and deadlines, and much more. Available in Spanish.

American Universities
www.clas.ufl.edu/CLAS/american-universities.html
An index to American Universities granting bachelor or advanced degrees.

College Step-by-Step
www.usnews.com/usnews/edu/college/stepbystep/index.htm
A step-by-step guide to selecting a college or university, applying for admissions, and securing funds for your education.

College for Texans.com
www.collegefortexans.com/
Easy-to-follow information on preparing for college, selecting a college, paying for college, making your way through college, and choosing a career.

CollegeNET
www.collegenet.com/about/index_html
Includes over 1500 customized Internet admissions applications for college and university programs. When applying to more than one program common data automatically travels from form to form.

Colleges, College Scholarships, and Financial Aid
www.college-scholarships.com
Offers college bound students, parents, and counselors easy access to information on U.S. colleges and universities, free college scholarship and financial aid searches, AT and ACT test preparation tips, and more.

Common Application 2001-2002 for College Admissions
www.commonapp.org/
The 2001-2002 Common App may be used by high school seniors and college transfer students to apply for admission for the fall 2002 or spring 2003 term for public and private universities.

FinAid: The Smart Student Guide to Financial Aid
www.finaid.com
This award-winning site has grown into the most comprehensive annotated collection of information about student financial aid on the web.

Free Application for Federal Student Aid (FAFSA) on the Web
www.fafsa.ed.gov/
Student eligibility for the various types of financial aid is based on the results of the Free Application for Federal Student Aid (FAFSA), a form which must be filed each academic year, and eligibility for some types of aid may also include consideration of academic performance. When you

complete and submit a FAFSA, you supply the information that financial aid offices and programs use to determine your need for financial aid. After your completed FAFSA is processed, you'll receive a Student Aid Report (SAR) that summarizes the information you supplied on the FAFSA. The information from your FAFSA will be sent to the schools you listed on the form, and the schools will send you an award letter identifying any aid for which you qualify.

Loan Finder
www.estudentloan.com/
Online applications and instant comparisons match your specific needs with up to 12 loan programs from top lenders.

The Student Guide
www.ed.gov/prog_info/SFA/StudentGuide/
The Student Guide is the most comprehensive resource on student financial aid from the U.S. Department of Education. Grants, loans, and work-study are the three major forms of student financial aid available through the Department's Student Financial Assistance office. Updated each award year, The Student Guide tells you about the programs and how to apply for them.

U.S. College Comparisons
www.usnews.com/usnews/edu/college/coworks.htm
At-a-glance comparisons of up to four colleges and Universities.

US College Rankings
www.usnews.com/usnews/edu/college/rankings/rankindex.htm
The online version of *America's Best Colleges* sorts and compares schools based on the criteria most important to you.

Variations

Host a young adult career day in which area businesses and colleges set up booths and talk to young adults about possible job opportunities.

Present a "Get a Job" workshop series. The series would include separate 1 to 2 hour seminars about topics such as "Money for College," "Writing Resumes," "Study for SATs," "Job Hunting Skills," "College Entrance Letters," "Looking at Universities on the Internet" and other related topics.

Host a job interview workshop that outlines the process of interviewing for a job and allows attendees to role-play a job interview.

The Body in the Billiard Room

By Lisa Youngblood and Gillian Wiseman, Waco-McLennan County Library.

Theme

Mysteries, Forensic Evidence, Investigation.

Intended Audience

Ages 12 to 16; 10 to 20 attendees.

Program Duration

1 hour.

Preparation

- Make copies of Investigation Sheets 1 and 2 or all attendees.
- Make posters representing each of the four pieces of forensic evidence. Ask co-workers to supply some of the evidence as described below. Examples of these posters are included at the end of this program.
- Draw a diagram of a billiard room with a door that leads into a hall and a door that leads to the back garden. In the room should be a billiard table, a few chairs and a rack for pool cues. Draw an outline of a body near the pool table. Use colored Xs to denote where forensic evidence was found. The fingerprint is on a pool cue in the rack. The lip print is on a glass that was dropped on the other side of the pool table. The handwriting is on a note in the victim's pocket. An outline of victim's body is of course, on the diagram. Use the example diagram included in this section as a model.
- Have four employees or four program attendees play the parts of the suspects. Give each an information sheet for his or her character. Include the specific suspect information found on the Investigation sheet side 1 and on the "Truth Sheet. "

Program Description

This role-playing program allows attendees to pretend to be investigators in a murder case. Investigators interrogate witnesses, analyze forensic evidence and solve the crime. Sides 1 and 2 of the Investigation Sheet and the Truth Sheet provide background to the mystery. Here is a summary of the events in the script: A billiards player was murdered on the night of a ball. His body was found the next morning in the mansion's Billiard Room. Investigators found four clues: a fingerprint on a pool cue, a lip-print on a glass, a note in Nathan's (the victim) pocket, and the condition of his body when discovered.

Let the mystery begin!

Begin the program by inviting attendees to solve a murder! Hand out the investigation sheets. Explain quickly what happened the night of the murder. This information is on the investigation sheet under "the crime" and "the victim."

Show the diagram of the scene of the crime.

Explain then that forensic science is based on the assumption that a culprit always leaves something behind. Explain the four pieces of evidence and let the attendees know that they will have a chance to look at them later.

Explain what a suspect is. Introduce the four individuals who are role-playing the suspects. Describe their opportunities and motives as explained in the Investigation Sheet. The participants will have a chance to ask questions of the suspects. The actors will answer with information from their individual information sheets.

Invite the attendees to look at ALL the evidence. Attendees can use the graphic organizer on Investigation Sheet side 2 to mark off who could have left each clue. When all attendees have seen all the evidence, let them help solve the crime by talking out the clues. Note: Ellen Smart is the culprit.

The Body in the Billiard Room Investigation Sheet
Part 1

The Crime

Round 1 of the prestigious *Skylark Billiard Tournament* has come to an end. To honor the final eight contestants, Sir Richard Skylark has hosted his annual ball at his home, the Skylark Mansion. Over 200 guests enjoyed dinner, dancing, chatting, and the annual midnight toast. Nothing seemed amiss. Around 4:00 a.m. the next morning the cleaning staff discovered a body in the Billiards Room. Mr. Nathan Masters, one of the finalists, was dead.

The Victim - Mr. Nathan Masters

Nathan Masters was a champion billiards player. Some people believe that he was the best in the world. He won seven of the previous ten tournaments that he entered. He was also very wealthy. Although he won most of his money from tournaments, he also earned a lot from his billiards book contracts and from magazine articles in which he made cruel remarks about other players. His newest book, *Trick Shots*, is scheduled to be released in two months and will make someone very rich.

The Suspects

Gregory Backwell, a fellow billiards player and Nathan's best and oldest friend.

- Opportunity: He and his wife ate supper and conversed with three other couples. After the toast, Gregory disappeared for over half an hour.

- Motive: Though a long-time billiards player, Gregory almost never won a tournament. He announced a week before that he would retire. During Round 1, Gregory publicly accused Nathan of sabotaging his chance to win this, his last tournament. Gregory claims that he apologized to Nathan before the supper on the night of the ball. No one heard his apology.

Delia Jones, Nathan Masters' fiancée and fashion model

- Opportunity: She stayed by Master's side during the recognition ceremony and was very visible throughout most of the night. After the midnight toast, a friend noticed that Delia was very upset as she left the room. Around 1:00 a.m. Delia told several friends that she had a headache and was going to go to bed. Although her hotel was only 30 minutes away from the mansion, the doorman saw her walk into the hotel at 2:30 a.m. She says that she went to a convenience store to buy medicine, but the clerk does not remember seeing her that night.

◆ Motive: The rumor throughout the tournament had been that Nathan was going to break up with Delia. Nathan told Gregory that Delia only loved his money. Delia's friends also heard Delia say to herself around 12:45 that night that she could not "believe this was happening." Many people expected "fireworks" from the overly emotional Delia when Nathan broke off the engagement.

Kayla Masters, Nathan Masters' ex-wife and tournament manager

◆ Opportunity: Although she was very visible throughout the night, guests commented that they noticed her looking around as if searching for someone and then leaving the ballroom and returning about ten to fifteen minutes later. This happened at least twice, once around 8:45 and again around 9:30. Kayla explained that she was "powdering her nose" or "brushing her hair."

◆ Motive: Kayla was very angry with Nathan. She had enjoyed her wealthy lifestyle and her circle of friends when she was married to Nathan. Kayla is still the beneficiary of Nathan's life insurance policies and will be until he remarries. Kayla will get over $3,000,000 in book rights and insurance since Nathan is now dead. Many billiards players believe that Kayla actually wrote *Trick Shots* and other books for which Nathan took credit.

Ellen Smart, a competitive young billiards player and avid gardener

◆ Opportunity: Although she spoke to several people across the course of the evening, no one can remember seeing her between 8:30 and 9:30. She says that she took a walk to admire Lady Skylark's prize-winning roses.

◆ Motive: Ellen has competed for the past three years. She is younger than most billiards players in this circle and feels no one takes her seriously. Nathan had written in one of his articles that she was "too young to be good yet, and too stubborn to learn from true experts." She was furious about this comment. The only person who seemed able to beat Ellen, though, was Nathan Masters. During the ball, Ellen complained that Nathan was the only thing that stood in her way.

The Body in the Billiard Room Investigation Sheet
Part 2

Timeline of Events at the Skylark Billiards Ball

7:00	Guests began to arrive for the *Skylark Billiards Ball*
7:30	The Recognition Ceremony for the eight players who had passed the first round of competition. Nathan Masters was among those eight.
7:45	The Ball officially opened with Sir Richard and Lady Skylark dancing the waltz. Gregory claims this is when he apologized to Nathan.
8:00	Supper was served in the dining room beyond the ballroom. Guests were free to serve themselves from the buffet tables.
8:15	Nathan Masters excused himself to friends, saying he had an appointment to meet someone. He was not seen again that evening.
8:30	Ellen Smart left the ballroom to walk in the garden and look at Lady Skylark's prize-winning roses.
8:45	Kayla Masters was seen leaving the ballroom after looking for someone.
8:55	Kayla Masters returned to the ballroom.
9:25	Ellen says that she returned to the ballroom about 9:25, but no one remembers seeing her for at least another ten minutes.
9:30	Kayla Masters left the ballroom a second time.
9:35	Ellen was seen once again in the ballroom.
9:45	Kayla was seen in the ballroom again.
12:00	The champagne toast was given.
12:05	A friend noticed that Delia was upset as she left the room.
12:10	Gregory Backwell disappeared for half an hour. He says he was simply trying to get a spot off his tuxedo in the men's room.
12:15	Ellen is heard saying, "Nathan Masters is the one thing that stands between me and victory."
12:45	Delia was heard saying, "I can't believe this is happening."
1:00	Delia left the ball with a headache. She claims she went back to her hotel.

2:30 The doorman at Delia's hotel lets her in. She says she was at a drug store during the missing hour and a half.

4:00 The cleaning staff finds Nathan Masters' body in the Billiard Room. This is a private room and guest should not have entered it during the evening.

The Truth Sheet

Gregory Backwell, a fellow billiards player and old friend of Nathan Masters

- Personality: Gregory has always been an easy-going guy. He does not anger easily. When he blew up in public, he must have been very upset.

- The TRUTH: The two had been buddies for over 15 years. Gregory did NOT kill Nathan Masters. He cannot believe that anyone would think that he might have done it. He was very angry with Nathan during Round 1. He was more upset with himself for not playing well. He argued with Nathan because Nathan actually coached Gregory's opponent. Gregory knows and likes Kayla Masters. He is pretty sure that Kayla actually wrote those books that Nathan is supposed to have written. Kayla is a brilliant writer and an excellent manager, but because she was not a player, no one would have taken her books seriously. Gregory did indeed apologize to Nathan before supper the night of the murder. Nathan accepted that apology. When Gregory left just after the midnight toast, he actually went to look for Nathan. He was checking the men's room and the parlor. He looked out front, but he did not check the billiards room. Nathan told Gregory that Delia loved his money more than she loved him. He thinks Delia is shallow and is out for Nathan's money. He also witnessed several of Delia's tantrums. Gregory thinks that Ellen is a good player, maybe even the best ever. He sees no problem with her skills, even if she is young. He never said a thing against her and discouraged Nathan from writing the uncomplimentary things about her in his novel.

Delia Jones, Nathan Masters' fiancée and fashion model

- Personality: Delia is uppity and conceited. She doesn't say much around the billiards group because no one is very impressed with her. She is moody, hot-tempered, and used to getting her way.

- The TRUTH: Delia did NOT kill Nathan. She truly loves Nathan, but she also loves his money. Because they both love money, fame, and power, she thinks that she and Nathan would have been a wonderful match. She is truly distraught over Nathan's death. Delia had heard little things that made her believe that something was wrong. She heard that Nathan was going to break up with her. After several snide comments from people, she decided she would confront Nathan.

On the night of the party, Nathan disappeared. When Nathan did not show up for the Midnight toast, she slipped away to find him. She found him already dead in the billiards room. She was so upset that she dropped her champagne glass. She knew that everyone would assume that she committed the murder, so she decided to go back into the Ball and act as if nothing happened. She couldn't get Nathan's picture out of her mind, so she left at 1:00 a.m. From there she went to get a drink and think things through. She lied about going to the store because she didn't want to tell anyone what she was so upset about. Delia never received a note from Nathan and will not admit that she saw Nathan dead until someone confronts her about the lip print. Delia despises Kayla and Gregory. She hardly even knows Ellen.

Kayla Masters, Nathan Masters' ex-wife and tournament manager

- Personality: Kayla doesn't get a lot of attention. She is rather quiet and businesslike. She is organized and gets things done by herself. She does not make friends easily and so she kept the friends that she had before the divorce.

- The TRUTH: Kayla did NOT kill Nathan. She loved him, and hoped that they would get back together. She and Nathan had a pretty good marriage. She stuck with him for 25 years and does not know why he divorced her. Kayla learned a lot while going to tournaments with Nathan. From study and observation, she learned all of the techniques involved with playing pool. Kayla did indeed write all of the books that supposedly were written by Nathan. The two decided to put his name as author because no one would want to read a billiards book written by someone who did not actually play the game. Kayla still does not want anyone to know that she really did write the books. She is afraid that the books would stop selling. Now she gets royalties from the sales. Kayla also learned how to organize tournaments and is a great tournament manager. The night of the ball, Kayla heard more rumors that Nathan was going to break up with Delia. Excited, she tried on numerous occasions to find Nathan. She lied because she didn't want people to think that she was "chasing" him. Kayla considers Gregory and his wife to be very good friends. Kayla knows that though Ellen is indeed an excellent player, her main problem is that she does not play well when she is upset. Kayla noticed that Nathan would purposely say things to upset Ellen and make her lose games.

Ellen Smart, a Competitive Billiards Player and an Avid Gardener

- Personality: Ellen in smart and sophisticated, but she is easily angered.

- The TRUTH: ***Ellen killed Nathan.*** Ellen was furious with Nathan and wanted him gone. On the night of the murder, she saw that Nathan was in the billiards room, so she walked in from the garden area. She challenged him to a game. While he wasn't looking, she slipped poison into his drink. After he died, she put her pool cue back in the rack and returned to the party. She mentioned that Nathan IS the only thing standing in her way so that everyone would think that though she was talking about him as if he were alive. Ellen got the poison from her gardening supplies.

Forensic Evidence

Forensic science is the study of anything that relates to a crime. The basic principle behind forensic science is the belief that a criminal always leaves something behind.[8] Forensic pathology, or medical jurisprudence, is the study of medicine as it applies to the law.[9] Using forensic science, criminologists discover many important facts that lead to solutions to crimes. For the purposes of this interactive mystery program, evidence that would require advanced technology will be represented on paper or in a simplified form. "Detectives" will compare evidence from the crime scene and believed to be left by the culprit with samples of like items gathered from the suspects.

Clue and Suspect Table

Suspects	Clue #1 - the Handwriting on the Note	Clue #2 - the Lip Print on the Glass	Clue #3 - the Poison in the Cup	Clue #4 - the Fingerprint on the Cue Stick
Gregory Backwell				
Delia Jones				
Kayla Masters				
Ellen Smart				

Clue #1: The Fingerprint on the Pool Cue

History. In 1891 Juan Vetuchich introduced the first fingerprint registry. This system classified prints into four types: internal loops, external loops, whorls and arches. A detective compared prints found at the scene of the crime with every set of print on file.[9]

Science of Fingerprinting. Each fingerprint is unique. The raised lines that make up the fingerprint are called friction ridges. When someone touches something, body fluids are left behind in the pattern of the ridges. While some fingerprints are visible, others are latent and may need chemical treat-

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8 Gardner, Robert.
Crime Lab 101: Experimenting With Crime Detection. Walker, 1992.
9 Petersen, Sandy, and Lynn Willis.
Call of Cthulhu; Horror Roleplaying in the Worlds of H.P. Lovecraft. 5.1 ed. Chaosium Inc., 1992.

ment or dust to be seen.[10] There are four basic types of fingerprints: arch, loop, whorl, and combination.

Making Fingerprints. To make fingerprints for the suspects and the culprit, rub the sharpened end of a soft pencil on a piece of paper. Place a piece of tape (sticky side up) on a table. Rub the finger across the pencil lead on the paper. Place the finger with the graphite from the pencil lead on the tape. Carefully lift the finger to see the fingerprint. Tape the fingerprint onto a white piece of paper or a note card. Fingerprint several the four individuals who are role-playing the suspects. Put those fingerprints on a poster. Under each print write the name of a suspect. The actor who is playing Ellen Smart should make two fingerprints, since she is the suspect who left a fingerprint on the pool cue. Tape one of her fingerprints to a separate piece of paper and write "suspect" under it to represent the fingerprint that was found on the pool cue." Teens will compare the suspects' and culprit's prints

Clue #2 – The Lip Print on the Glass Found in the Billiard Room

Science of Lip Prints. Cheiloscopy is the study of lip prints. Lip prints are unique and mostly unchanging during a person's life.[11] Women who wear lipstick may leave lip prints on a rim of a glass. The fluid on anyone's lips may also leave prints, although these are more difficult to find.

Making Lip Prints: The easiest way for the suspects to make lip prints is to press their lips on white or light-colored paper while wearing lipstick or gloss. Although making a print on a plastic glass will look more realistic, the print will probably show up better on a flat, white surface. Make lip prints of each of the actors playing the suspects. Put those lip prints on a poster and write the names of each suspect underneath them. Since Delia Jones left the lip print on the champagne glass, that actor will make two lip print samples. One will appear with the lip prints of the rest of the suspects. The other will be taped to a separate paper under which "suspect" and "lip print found on the glass" is written. Investigators will compare the fingerprints of the four with the print on the glass. This is a red herring since Delia did leave the print but did not kill Nathan.

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[10] Wiese, Jim.
Detective Science: 40 Crime-solving, Case-breaking, Crook-catching Activities for Kids. Wiley, 1996.

[11] Wiese, Jim.
Detective Science: 40 Crime-solving, Case-breaking, Crook-catching Activities for Kids. Wiley, 1996.

Clue #3 - The Handwriting Found on the Note in Nathan's Pocket

Science of Handwriting. Handwriting is one of the ways to analyze a document through forensic science. Often incriminating handwriting is found on kidnappers' letters, on the backs of business cards, as an imprint on the page beneath which something was actually written, etc. Each person's handwriting is very unique. Professionals can compare handwriting samples. Even if a person attempts to disguise his or her handwriting, specialists may be able to match handwriting samples of that person with the evidence. Different methods are used to analyze cursive writing and printing.

Alphabet Comparison Handwriting Analysis. Alphabet handwriting analysis involves carefully comparing the letters and connections of letters in handwriting samples. Often suspects will be asked to write the following sentence: "The quick brown fox jumps over the lazy dog."

This seemingly silly sentence contains every letter in the alphabet. Detectives determine which suspect's handwriting is most like the culprit's handwriting by comparing suspects' handwritings samples with the culprit's handwriting. The detectives look for similarly open or closed loops in letters such as "e", "a", and "o". They would also compare letters such as "b", "l", and "f" which have either closed or open extensions above the line, and other letters and letters such as "p", "f", and "q" which have either closed or open extensions below the line. Another comparison point is in the rounded or pointed nature of letters such as "s", "n", and "m". The slant of the writing is another clue.

Each suspect will write "The quick brown fox jumps over the lazy dog" and the handwriting samples will be attached to a poster. Print the name of suspect underneath the appropriate handwriting. Another staff member will pretend to be Nathan Masters and write on sheet of stationary "We have to talk – soon." Attach the stationery to the poster with the rest of the handwriting samples. Write "handwriting on the note found in Nathan Master's pocket" underneath the stationery This clue is another red herring. Although the note was found in Nathan's pocket, he wrote it with the intention of delivering it to Delia. None of the suspects' handwriting will match.

Clue #4 – The Time of Death

The time at which a victim actually died can often be an important factor in determining who had opportunity to commit a murder. Determining time of death is not an exact science, but there are a series of body changes that can give an approximation of the time of death. Unusual conditions can cause these changes to be delayed or expedited.[12] Below is a summary of the appearance of a corpse at various times after death.

Summary of the Appearance of a Corpse after Death

30 minutes: The skin has a waxy, blue-gray color. Lips and nails become pale.

Up to 3 hours: The skin turns white when pressure is applied and the color changes when the body is moved (the body is livid.) The body is still warm to the touch. There is no rigor mortis.

4-6 hours: The body becomes cool to touch. Early rigor mortis, the progressive stiffening of the muscles that occurs several hours after death as a result of the coagulation of the muscle protein, begins in the jaw and neck.

6-8 hours: Skin is purplish on the underside of body, whitish on the top, and does not change when the body is moved (fixed lividity.) The blood is coagulating. More advanced rigor mortis appears in the arms and upper body. Corneas become cloudy and opaque.

By 12 hours: Full body rigor mortis sets in. The body is totally "frozen".

By 18-24 hours: The body is cold and clammy to touch. The skin is greenish-red. Rigor mortis begins to resolve and the neck and jaw relax.

30 hours: Rigor mortis is fully resolved and the body is limp.

Poisons - Symptoms and Availability[13]

Arsenic – Symptoms of arsenic poisoning are severe stomach upset, dizziness, vomiting, convulsions and coma. Skin may look yellow or become cold and clammy. Arsenic is one of the most common poisons and is used in manufacturing glass and wallpaper, is an ingredient of weed-killers, and used in taxidermy.

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[12] Wilson, Keith D., MD.
Cause of Death: A Writer's Guide to Death, Murder, and Forensic Medicine. Writer's Digest Books, 1992.

[13] Stevens, Serita Deborah, with Anne Klarner.
Deadly Doses: A Writer's Guide to Poisons. The Howdunit Series. Digest Books, 1990.

Cyanide – Symptoms of cyanide poisoning are immediate unconsciousness, convulsions, and death. The skin may become flushed pink. Blood may be cherry red. A bitter almond smell is often found on the victim's breath or body. Death occurs within 1 to 15 minutes or longer. Cyanide is used in making insecticides and in some medical drugs and is found in many plants, including apple seeds and peach pits.

Nicotine – Symptoms of nicotine poisoning are a burning of the mouth and throat followed by nausea, difficulty in breathing, convulsions, coma, and death. Death occurs within 5 minutes to four hours. Nicotine is used as an insecticide and is commonly employed to kill rose-aphids. It can be extracted from cigarettes by soaking them in water.

Strychnine – Symptoms of strychnine poisoning are stiffness and then severe convulsions, causing the body to "jack knife." Rigor mortis sets in almost immediately. Death occurs 15 minutes to several hours after ingestion. Strychnine occurs naturally in some plants. This colorless, odorless powder is very difficult to get.

Nathan Masters' Body When Found

- Masters appeared to have undergone convulsions or a struggle.
- His body temperature felt cool but not cold.
- Rigor mortis had spread from the neck and jaw into shoulders and arms.
- His skin was livid (purplish) and did not change when his body was touched.
- His corneas had begun to cloud over, turning white.
- His skin had an almond smell.

Show a poster describing Nathan's appearance when found, the "Summary of the Appearance of a Corpse after Death," and the "Poisons - Symptoms and Availability." After comparing the victim's appearance to the chart and the information on poisons, detectives should be able to determine that the death occurred between 8:00 and 10:00. This means that Delia could not have committed the crime since she was seen until around 12:00 midnight. Also, detectives should determine that he was poisoned with cyanide that is found in many pesticides. Pesticides were readily available to Ellen, an avid gardener.

Conclusion – Ellen Smart Did IT! She is the only suspect who left a fingerprint, who could easily have gotten some cyanide, and who has no alibi for some times in between 8:00 and 10:00.

Young Adult Resources

Body Bags (Body of Evidence Series) by Christopher Golden.

Bone Detectives: How Forensic Anthropologists Solve Crimes and Uncover Mysteries of the Dead by Donna Jackson.

Cyber Crimes by Gina De Angelis.

The Dark Corridor by Jay Bennet.

The Dark and Deadly Pool by Joan Lowery Nixon.

Forensic Science: Evidence, Clues, and Investigation by Andrea Campbell.

Hidden Evidence: Forty True Crimes and How Forensic Science Helped SolveThem by David Owens.

I Know What You Did Last Summer by Lois Duncan.

The Weekend was Murder! By Joan Lowery Nixon.

The Weirdo by Theodore Taylor.

Professional Resources

Fundamentals of Criminal Investigation, 5th edition by Charles O'Hara.

Threads of Evidence: Using Forensic Science to Solve Crimes by Herman Silverstein.

Writing the Modern Mystery by Barbara Norville.

The Young Detective's Handbook by William Vivian Butler.

Diagram for Poster #1 -- The Fingerprint

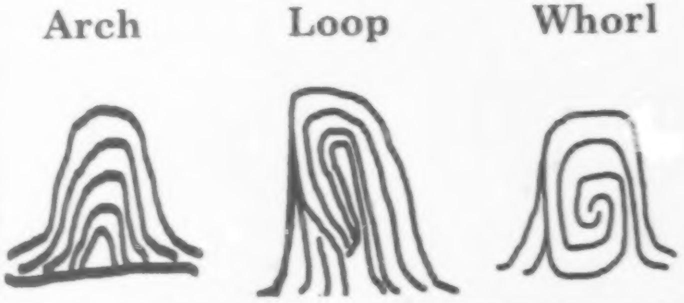
Clue #1 – The Fingerprint on the Pool Cue

1. Look at fingerprint found on the pool cue.
2. Is it a loop, a whorl, or an arch?
3. Compare the print on the pool cue to the suspects' prints.
4. Which suspect's print is most like the one found on the pool cue?

Fingerprint on the Pool Cue

(Place a real fingerprint here. Use the directions discussed in the forensic evidence section of the mystery chapter.)

Fingerprint Types



Suspects' Fingerprints

Gregory Blackwell
(Place Sample Print)

Delia Jones
(Place Sample Print)

Kayla Masters
(Place Sample Print)

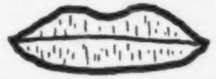
Ellen Smart
(Place Sample Print that matches the one on the pool cue.)

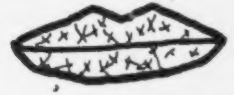
Diagram for Poster #2 -- The Lip Print

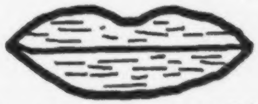
Clue #2 – The Lip Print on the Champagne Glass

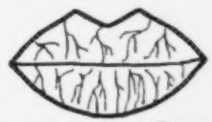
1. Look at the lip print on the glass below.
2. Compare it to the prints of the suspects.
3. Take a look at the different types of prints.
4. Which suspect's lip print looks most like the one on the glass?

Types of Lip Prints


Short Vertical Lines


Cross-hatching


Short Horizontal Lines


Branching Grooves

Fingerprint Types

(Have a plastic glass with an actual lip print here.)

Suspects'Lip Prints

Gregory Blackwell
(Sample lip print)
matching

Kayla Masters
(Sample lip print)

Delia Jones
(Sample lip print
the one on the glass)

Ellen Smart
(Sample lip print)

Diagram for Poster #3 -- The Handwriting

Clue #3 – The Handwriting on the Note in Nathan's Pocket

1. Look at the handwriting on the note be low.
2. Compare it to the handwriting samples to the right.
3. Which sample is most like the handwriting on the note?

Hints!

1. Look at the slant in the writing.
2. Look at capital letters.
3. Look at loops in letters such as h, p, k, l, e, etc.
4. Look at connecting letters such as es, os, us, etc.

Note found in Nathan's pocket

We have to talk soon.

Handwriting Samples

Nathan Masters' Signature

Nathan Masters

Gregory Blackwell

The quick brown fox jumps over the lazy dog.

Delia Jones

The quick brown fox jumps over the lazy dog.

Kayla Masters

The quick brown fox jumps over the lazy dog.

Ellen Smart

The quick brown fox jumps over the lazy dog

Diagram for Poster #4 -- Nathan's Appearance

Clue #4 – Nathan's Appearance When Found

1. Look at Nathan Masters' appearance when found..
2. Compare his appearance to the "Time of Death" poster.
3. Approximately when could he have died?
4. Which poison could have produced those symptoms?
5. Where does that poison come from?
6. Which suspect had easy access to that poison?

Symptoms of Common Poisons

(List the poisons and the symptoms as found in the forensic evidence section of the mystery chapter.)

Nathan Masters' Appearance

(List Nathan's symptoms that are listed in the forensic evidence section of the mystery chapter.)

Where Do Poisons Come From?

(List the information about where poisons come from as found in the forensic evidence section of the mystery chapter.)

Mini Game Convention

Theme

Teens interact with each other as they discover a variety of games.

Intended Audience

Ages 12 to 18; number of players varies according to room capacity.

Program Duration

Approximately 6 to 8 hours. Teens may come and go.

Preparation

- Prepare posters and display them in the library, area game stores, arcades, malls, movie theaters, and movie and game rental stores to publicize the event. Send posters and fliers to area game clubs. Submit news releases and public service announcements to newspapers and radio stations.
- Recruit teen volunteers, advisory board members, and regular teen patrons to assist with the game convention. They may help to select the games, publicize the event, sit in on gaming sessions that need an extra player to get started, and begin spontaneous games with teens who are hesitant to participate.
- Invite area game stores, comic book stores, youth leaders, and youth organizations such as the YMCA and school chess clubs to collaborate with the library in planning and hosting this event.
- Prepare certificates and gather prizes for the winners.
- When the games have been selected, gather all items necessary for play.
- Gather library materials (fiction and non-fiction) that relate to the games to display at the convention.

Program Description

Teenagers love games. Plan a day filled with opportunities for them to play a variety of games, some familiar and some exotic. Simultaneously schedule a variety of games and possibly tournaments as well. Include board, card, and role-playing games such as those listed in the next section. Select games that are currently popular among area teens as well as games that may offer new experiences. Ask local game stores and teenagers who have attended gaming conventions and tournaments to help organize the schedule. Provide prizes and/or certificates to the winners.

Depending on the length of the game day, offer this program in the library meeting room, at a community center, or possibly at a local mall. If the library is not open to the public when the game day is scheduled, consider holding it in the Library itself.

Allow teens to preregister at your library for the game or games that they want to play. Teens who attend without preregistering may play games in which there is space available.

Suggestions for Games

- *Collectable Card Games such as Pokeman and Magic.* Offer collectible card games that are currently popular in your local area. Ask game stores for guidance in determining rules for these games and/or tournaments.
- *Role-playing Games.* Ask game store representatives and other experienced adults to run a variety of role-playing games. If needed, provide dice or cards for teens who are unfamiliar with these games. Some popular games are Dungeons and Dragons, Alternity, Star Wars, and Star Trek. Depending on the game, each session will be around 3 hours.Generally four to six players will be appropriate.
- *Board Games* such as Chess, Monopoly, Stratego, Battleship, etc. Games vary in length and in number of players.
- *Non-collectable Card Games* such as hearts, UNO, battle, Dalmutti, and Illuminati. These are great to offer throughout the day because they do not always take a long amount of time to play. Allow teens who arrive without registering to play these games.
- *Video and Computer Games.* Video and arcade games are relatively accessible to many teenagers. If your library has computer and/or arcade games available, include them in your program.

Variations

Instead of one game day, provide a series of monthly game tournaments. Offer a card game one month, a board game tournament the next, and a role-playing game the following month.

Have a 2-hour game night at the library once each month in which teens informally get together to play a variety of board games or other games.

Young Adult and Professional Resources

Chess: From First Moves to Checkmate by Daniel King.

Crusader by Edward Bloor.

Dangerous Games by Joan Aiken.

Digimon: The Official Game Guide.

Dungeons and Dragons: The Movie by Neal Barrett, Jr.

Head Games by Christopher Golden.

Hoyle's Rules of Games: Descriptions of Indoor Games of Skill and Chance, With Advice On Skillful Play by Albert H. Morehead and Georffrey Mott Smith.

Learn Chess in a Weekend by Ken Whyld.

Magic the Gathering, Volumes 1 and 2 by Beth Moursand.

Pokemon: Prima's Official Strategy Guide by Elizabeth Hollinger.

The Thieves' Guild by Jeff Crook.

Winning Chess Tactics and Strategies by Ted Nottingham.

Your Move, J.P.! by Lois Lowry.

Passive Programming

Passive programming promotes the library and its materials and services without providing a formal program at a specific time or date. It especially appeals to young adults who spend free time at the library and allows them to interact with librarians and/or other teens in an informal, nonthreatening manner. It may be ongoing or spontaneous. Below are some suggestions for passive programming.

- *Reader's Advisory*. Read young adult materials. Discuss the books teens have read and suggest similar materials. Be available to talk to young adults individually or collectively.
- *Review Writing*. Young adults are most interested in what their peers have to say about books and other library materials. Invite teens to complete a review form such as the one below, or simply allow them to write down their opinions of library materials. Collect and display the reviews in a Teen Review Notebook and encourage other teens to flip through to find "good books" on certain topics. Publish the reviews in a teen newsletter and/or on your web page.
- *Teen Tops Voting*. Let teens vote for their favorite books, movies, CD's, web sites, snacks, etc. Ask them to fill out ballots for their favorite mysteries, nonfiction, historical fiction titles, etc. Publish the list of winners as a bookmark, a bibliography or an online booklist.
- *Choose Your Own Adventure*. Write a "Choose Your Own Adventure" for young adults. Or, invite Teen Advisory Board members to write one. Teens who visit the library can read a new installment weekly.
- *Add a Line (or two) Stories*. Write the first line of a story at the top of the front page of a flip chart. Use an enticing introductory line such as those below.

  1) The sun began to set just as the five teenagers stepped out of the car. Each peered into the forest, some looking for shelter, others for signs of wildlife, still others for something else. It was going to be two long, hard weeks.

  2) The teenage girl ran into the house almost knocking down her twin brother. Holding up a folder she said, "I've won! Can you believe it?"

  With supervision, allow teens to add a pre-determined number of sentences. Encourage them to return throughout the summer to add to the story. Publish the completed story in a teen newsletter or a local newspaper or on the library web page. Distribute copies in the library.

- *Book Swap Shelf.* Designate a shelf or cart for teens to swap books. Young adult paperbacks that are donated to the library may be placed on the swap shelf.

- *Come-and-Go Crafts and Activities.* Prepare crafts and activities and make them continuously available to teens in the young adult department. Alternatively, designate one afternoon a week as a come-and-go activity time. Provide instructions, materials, and lists of related books, web sites, etc. Craft and activity ideas might include beading, mendhi, scrapbooking, scavenger hunts (see example below,) yo-yo tricks, magic, and puzzles.

- *Scavenger Hunts.* Design several sets of interesting questions that teens may answer using either in-house library materials or the Internet. See below for an example scavenger hunt. Give certificates to teens who complete the scavenger hunt.

- *Video Reviews.* Videotape teenagers giving short reviews of library materials. Ask parents to sign a permission form allowing the videos to be played in the YA department for a specified length of time.

Teen Review Sheet

Read a good book or seen a great video and want others to know about it? Want others to avoid a really BAD one? Found a cool web site? Fill out this teen review form and hand it to the YA Librarian. The Librarian will file it in the Teen Review Notebook located on the reading table in the YA Department. Reviews will be filed in alphabetical order by title. Do not fill in your real name. Make up a code name to use on all of your reviews so that other teens will know that the same person has written them. Be honest. You do not have to like the book! Do not use profanity or other inappropriate language.

Date: ____________________________

Reviewer Code Name: ____

Title of Book, Video, CD, or other Library Item:

____

____

Author(s):____

____

Material type (circle one): book video audiobook music web site

Material call number or web site address: ______________________

Rating (circle one): awesome good OK not-so-good horrible

Comments: ____

____

____

Teen Scavenger Hunt

Hunt through the library for the answers to these questions. Some are harder than others. If you need any help, ask a Librarian or consult the computers. Bring the answers back to the YA Librarian when you are finished and you will receive a certificate. Feel free to work in groups. Good luck!

1. What are the hours of the library?
2. What is the name of the Library Director?
3. When is the next young adult program?
4. What is the city of Luxemberg often called?
5. When and where was the Declaration of Independence signed?
6. Who wrote *The Pigman?*
7. Who wrote the words to the song *Circle of Life?*
8. Who said, "National honor is national property of the highest value?"
9. How many stories were SUPPOSED to be in the Canterbury Tales?
10. How can you drop an egg without breaking it?
11. Who is Frodo?
12. What author coined the term "cyberspace?"

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Books

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The *Hitchhiker's Guide to the Galaxy* is exactly what Arthur Dent needs when he is plucked off of the Earth moments before it explodes. Join him on his unexpected journey through the universe.

Aiken Joan.
Dangerous Games. Yearling, 2000.
Dido Twite must bring an expert on games back to London to an ailing King James III.

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Shipwreck at the Bottom of the World: the True Story of the Endurance Expedition. Crown, 1999.
An exciting account of a dangerous journey.

Barrett, Neal Jr.
Dungeons and Dragons: The Movie. Wizards of the Coast, 2000.
An adaptation of the popular movie.

Bauer, Joan.
Rules of the Road. Putman's, 1998.
Sixteen-year-old Jenna, a true shoe salesman at heart, gets a job driving the elderly owner of a chain of old-fashioned shoe stores from Chicago to Texas.

Bennett, Jay.
The Dark Corridor. Franklin Watts, 1988.
A teenager refuses to stop searching for the truth when his troubled girlfriend apparently kills herself.

Bloor, Edward.
Crusader. Harcourt Brace, 1999.
Roberta deals with local politics, violence, domestic problems, and prejudice while working in her uncle's virtual reality arcade.

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Booktalk! H.W. Wilson, 1980.
Richards gives tips and examples for effective booktalks.

Brooks, Terry.
Magic Kingdom for Sale – SOLD! Ballantine, 1986.
Still recovering from the death of his wife and child, Ben Holiday takes a chance and buys a supposedly magic kingdom.

Butler, William Vivian.
The Young Detective's Handbook. Atlantic Monthly, 1981.
A children's book describing detection skills and forensic evidence.

Campbell, Andrea.
Forensic Science: Evidence, Clues, and Investigation. Chelsea House, 2000.
Discusses the science of solving mysteries.

Card, Orson Scott.
Shadow of the Hegemon. Tor, 2001.
This riveting sequel to *Ender's Shadow* follows Bean as he decides whether or not he should head off a potential world dominator by assisting Ender's megalomaniac brother in his quest to become a Hegemon.

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Cool Salsa: Bilingual Poems on Growing Up Bilingual in the United States. Holt, 1994.
Poems in both English and Spanish that express Latino culture and concerns.

Carter, Betty.
Best Books For Young Adults: The Selections, the History, the Romance, 2nd Edition. ALA, 2000.
Chronicles the history of the "Best Books for Young Adults" book lists and includes a complete list of books appearing on the lists from 1966 to 1993.

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Discusses nonfiction for young adults and suggests appropriate titles.

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Discusses programming and collection issues regarding services to young adults.

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Illustrated with Japanese prints and paintings from the Art Institute of

Chicago, this poetry collection captures the spirit of the Haiku.

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Sadako. Penguin, 1997.
Illustrated by Ed Young, this picture book tells the story of a young girl dying of leukemia caused by the bombing of Hiroshima.

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Flight #116 Is Down. Scholastic, 1992.
Teenager Heidi Landseth is changed forever as she helps rescue survivors from a plane that crashes on her family's property.

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The Thieves' Guild. Wizards of the Coast, 2000.
In this novel in the *Dragonlance* series, the Thieves' Guild threatens the City of Seven Circles.

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Another e.e. cummings. Liveright, 1998.
A collection of poems by e.e. cummings.

Cushman, Karen.
Catherine, Called Birdy. Houghton Mifflin, 1994.
Set in medieval England, a spunky girl attempts to thwart her father's plans to arrange a marriage for her.

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Cyber Crimes. Chelsea House, 2000.
Discusses the high tech computer crimes committed by hackers, crackers, and phone freaks.

Digimon: The Official Game Guide. Harperentertainment, 2000.
Tips for playing the Digimon game.

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Don't Look Behind You. Dell, 1990.
17-year-old April finds her comfortable life changes forever when her father, a witness in a federal case, receives death threats and her family goes into hiding under assumed names to escape a hired killer.

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I Know What You Did Last Summer. Archway, 1973.
Four teenagers struggle to hide what occurred one dark night. One year later, someone who knows their deadly secret is stalking them.

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This book is written by a staunch defender of young adult library services. It chronicles the history as well as the author's experiences in serving teenagers.

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A collection of gripping biographies of slaves who escaped.

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You Hear Me? Poems and Writings by Teenage Boys. Candlewick, 2000.
A poignant collection of works written by teenage boys.

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A collection of honest poems and prose from teenage girls.

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Explains forensic science and features activities for readers.

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An illustrated collection of poems describing the feelings and aspirations of high school students and teachers.

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Someone killed Mr. Chippendale and poems written by students, teachers, and officials reveal the situation and eventually solve the crime.

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This novel in verse tells the story of Laura Li who is a perfect, beautiful girl during the day and a wild, club-hopping girl at night.

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In this *Body of Evidence* series novel, Jenna investigates the strange murders that police have tried to link to video games.

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The Immortal. Pocket, 2000.
Buffy the Vampire Slayer faces Veronique, an ancient sorceress whose long-dormant soul will achieve immortality if she can find a human host to inhabit.

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Offers valuable tips for getting quick results from a variety of web search engines.

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Sixteen-year-old Cynda spends time with her estranged father, her stepmother, and half brother in the haunted Underhill Inn on the coast of Maine. Feeling alone and insecure, she basks in the attentions of a mysterious, possibly dangerous man who comes to stay at the Inn.

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Pokemon: Prima's Official Strategy Guide. Prima, 1998.
Gives strategies for winning the popular Pokemon game.

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Describes several successful summer reading programs.

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This introduction to the game of chess provides tips for every stage of the game.

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A teenage werewolf battles her heritage and her natural tendencies when she begins to date a human boy.

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A harrowing tale of mystery, pirates, and danger.

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Nathan Gull and his sister Maud are orphaned. They are offered a home by Tamo White, the son of a famous pirate whose home is attacked by ruthless Buccaneers.

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Shades of Simon Gray. Delacorte, 2001
The strange events surrounding a serious automobile accident involving a high school student reveal secrets in a small town's past and present.

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Harry Crewe leaves her homeland to travel to Damar, the desert country shared by the homelanders and the secretive, magical Hillfolk. She learns that she has untrained magical powers when Corlath, the Hillfolk King, kidnaps her.

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The author uses literary rather than strictly scientific analysis of alien abduction stories. Matheson shows how some accounts have been used, reinterpreted, and sometimes deliberately altered.

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The Dark and Deadly Pool. Delacorte, 1987.
Liz enjoys her summer pool job at the glamorous Ridley Hotel until the night a ghostly shadow surges up from the pool and a hand clutches at her sneaker.

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A murder mystery weekend at a hotel turns deadly when someone really dies.

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Discusses techniques and elements of mystery writing.

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Moderate level chess strategies.

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What Have You Lost? HarperCollins, 1999.
Black and white photographs illustrate these contemporary poems about losses small and large.

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Fundamentals of Criminal Investigation, 5th ed. Charles C. Thomas, 1980.
Discusses forensic science and additional elements of investigating crimes.

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Hidden Evidence: Forty True Crimes and How Forensic Science Helped Solve Them. Firefly, 2000.
Gripping accounts of several crimes and the forensic clues that were left behind.

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Call of Cthulhu; Horror Roleplaying in the Worlds of H.P Lovecraft, 5.1 ed. Chaosium. 1992.
The sections on investigation and forensics give excellent background information for mysteries.

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Treasure at the Heart of the Tanglewood. Viking, 2001.
Hannah knows well the scent of sorcery, but she knows nothing about her past or why the townsfolk are afraid of her.

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Introduction to Readers' Theatre: A Guide to Classroom Performance. Meriwether, 1999.
A complete textbook for high school and college dramatic readers' theater productions that includes staging, costumes, props, and movement.

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A young girl born of a plantation owner and his slave must face her past and her heritage as she is forced to save her family during the Revolutionary War.

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Tales of Love and Terror: Booktalking the Classics, Old and New. ALA, 1987.
Discusses tips and gives examples for booktalking classic titles.

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Earth-shattering Poems. Holt, 1995.
A collection of poems that are sure to evoke intense emotions.

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This collection of modern American poetry includes commentary by the poets and photographs of the poets as children and adults.

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Details instructions for making origami figures.

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Offers advice and lists scholarship opportunities.

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The Librarian's Quick Guide to Internet Resources. Highsmith, 1999.
Gives hints and strategies for finding information online.

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Discusses the use of forensic evidence in modern crime solving.

Stevens, Serita Deborah, with Anne Klarner.
Deadly Doses: A Writer's Guide to Poisons. Digest Books, 1990.
This title in *The Howdunit Series* is designed for the writer of mystery novels and explains poisons, their availability, their uses, and their effect.

Taylor, Theodore.
The Weirdo. Harcourt Brace, 1991.
Set in North Carolina's Great Dismal Swamp, this chilling tale involves two teenagers who try to protect the native bears and who experience hostility from local hunters and poachers.

Tingle, Rebecca.
Edge of the Sword. Putnam, 2001.

In medieval Europe a young girl reluctantly travels to be married. Along the way she becomes a warrior and a woman.

Tolkien, J.R.R.
Lord of the Rings. Houghton Mifflin, 1999.
The famous trilogy chronicling the adventures of a group of fantasy characters who attempt to save the world from the clutches of an evil wizard.

Virturo, Chris.
Scholarship Advisor. Random House, 2000.
Gives advice and strategies for obtaining scholarships for school.

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The Basic Young Adult Services Handbook: A Programming and Ttraining Manual. New York Library Association, 1997.
Discusses strategies for serving young adults and provides examples of programs for young adults and workshops on young adult services.

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Learn Chess in a Weekend. Knopf, 1993.
Beginning chess strategies presented in a concise manner.

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Science experiments for children about forensic evidence and its use in solving crimes.

Williams, Jay.
Everyone Knows What A Dragon Looks Like. Simon and Schuster, 1976.
Would you recognize a dragon if you saw one? This picture book story shows that you shouldn't be so sure!

Wilson, Keith D., MD.
Cause Of Death:A Writer's Guide to Death, Murder, and Forensic Medicine. Writer's Digest, 1992.
Designed for writers of mystery novels, this book describes ways in which people die.

Wisconsin Library Association YA Task Force.
Young Adult Program Idea Booklet. Wisconsin Library Association, 1991.
Describes services to young adults and gives examples of possible programs.

Young Adult Library Services Association.
Directions for Library Service to Young Adults, 2^{nd} ed. ALA, 1993.

Discusses young adults and the array of services that libraries may offer them.

Zindel, Paul.
Loch. HarperCollins, 1994.
Loch got his nickname when he claimed to have seen the monster in the famed Loch Ness. Years later, things are not exactly as they appear when he and his monster-hunting father find another mysterious beast.

CD ROMS

Foundation Center.
FC Scholar. Foundation Center, 2000.
Indexes to grants. While this resource focuses on grant opportunities for nonprofit organizations, some opportunities for individuals are listed.

Journal Articles

Byczek, Jane R. and Renee J. Villancourt.
"The Lone Ranger: YA Librarians Alone on the Range." *VOYA* 21 (June 1998): 105-08, 116.
Discusses the problems and pleasures associated with services to young adults.

Carter, Betty.
"Hold the Applause! Do Accelerated Reader ™ and Electronic Bookshelf ™ Send the Right Message?" *School Library Journal* 42 (October 1995): 22-25.
Discusses some of the drawbacks associated with these and other incentive programs.

Caywood, Carolyn.
"What's a Teen?" *School Library Journal* 39 (February 1993): 42.
Discusses who teens are and library services for them.

Jones, Patrick.
"A Cyber-Room of Their Own: How Libraries Use Web Pages to Attract Young Adults." *School Library Journal* 43 (November 1997): 34-7.
Discusses how libraries can create cyber-rooms to which young adults will favorably respond.

McQuillan, Jeff.
"The Effects of Incentives on Reading." *Reading Research and Instruction* 36 (Winter 1997): 111-25.
Discusses the scientific studies regarding incentives and reading.

Rochelle, Larry.
"Quest: The Search for Meaning through Fantasy." *English Journal* 66 (October 1977): 54-55.
Discusses the positive elements of fantasy literature.

Sanborn, LaVonne Hayes.
"Reader's Theatre: A Library Media Specialist's Best Friend." *School Library Media Activities Monthly* 10 (May 1994): 31-33.
Discusses uses of reader's theater in schools.

Sax, Richard, and Alphie Kohn.
"Should We Pay Kids to Learn?" *Learning* 24 (March-April 1996): 6-7.
Discusses two opposing views concerning offering incentives to children.

Videos

Buffy the Vampire Slayer. Warner Brothers, 1992.
In this tongue in cheek tale, cheerleader Buffy finds that she is more than just a normal teenager. She's the "Slayer" who fights vampires and the forces of evil. Stars Kristy Swanson, Rutger Hauer, and Donald Sutherland.

Men In Black. Columbia, 1997.
Will Smith and Tommy Lee Jones star as mysterious agents dressed in black who investigate and attempt to hide alien presence here on Earth.

X-Files: The Movie. Twentieth Century Fox, 1998.
Agents Moulder and Scully search for the truth behind possible government conspiracies to hide alien presence on Earth.

Audio Recordings

Buffy the Vampire Slayer: The Album. TVT Records, 1999.
A variety of alternative bands are featured in this collection of music from the *Buffy the Vampire Slayer* television series.

DJ Jazzy Jeff and the Fresh Prince.
Jazzy Jeff and the Fresh Prince. BMG/Jive/Silvertone, 1998.
Music from the *Fresh Prince of Bel Air* television series.

John, Elton.
The Very Best of Elton John. Polygram, 1998.
Features "Candle In the Wind."

Men In Black: The Album. Sony/Columbia, 1997.
Soundtrack to the *Men In Black* motion picture.

Oriental Gardens. Madacy Records, 1995.
Relaxing and peaceful music by various artists.

X-Files: The Original Motion Picture Score. Wea/Elektra Entertainment, 1998.
Eerie music from the *X-Files* movie.

Web Sites

Adventures in Education
www.adventuresineducation.org/AIEhome.html
Texas Guaranteed's (TG) *Adventures In Education* (AIE) web site has information on developing career goals, finding the right school and financing your education, admission requirements and deadlines, and much more. Available in Spanish.

American Universities
www.clas.ufl.edu/CLAS/american-universities.html
An index to American Universities granting bachelor or advanced degrees.

Aronson, Marc.
The Challenge and the Glory of Young Adult Literature
www.ala.org/booklist/v93/55yat4.html
Discusses the elements of young adult literature.

Boulder Public Library Young Adult Advisory Board
bcn.boulder.co.us/library/bpl/yaab/
Boulder Public Library's young adult page.

Brinck, Tom.
Haiku Habitat
www.scifaiku.com/haiku/
Site for science fiction themed haiku.

Budai, Peter.
Explanation of Basic Folding
members.tripod.com/~PeterBudai/Index_en.htm
Provides instructions for basic origami projects.

Buffy the Vampire Slayer Official Site
www.buffy.com
Cast information, episode synopses, and more for the television series, *Buffy the Vampire Slayer*.

BWI Wholesalers Title Tales
www.bwibooks.com
Provides subject, title, author, and series searches for materials, along with some reviews.

College Step-by-Step
www.usnews.com/usnews/edu/college/stepbystep/index.htm
A step-by-step guide to selecting a college or university, applying for admissions, and securing funds for your education.

College for Texans.com
www.collegefortexans.com/
Easy-to-follow information on preparing for college, selecting a college, paying for college, making your way through college, and choosing a career.

CollegeNET
www.collegenet.com/about/index_html
Includes over 1500 customized Internet admissions applications for college and university programs. When applying to more than one program, common data automatically travels from form to form.

Colleges, College Scholarships, and Financial Aid
www.college-scholarships.com
Links to scholarship and college information online.

Common Application 2001-2002 for College Admissions
www.commonapp.org/
The 2001-2002 Common App may be used by high school seniors and college transfer students to apply for admission for the fall 2002 or spring 2003 term for public and private universities.

Evidence: The True Witness
library.think.quest.org/17049/gather/
Think Quest's sight contains detailed information about forensic evidence and careers in forensics along with a role playing game.

Free Application for Federal Student Aid (FAFSA) on the Web
www.fafsa.ed.gov/
Student eligibility for various types of financial aid is based on the results of the Free Application for Federal Student Aid (FAFSA), a form which must be filed each academic year. Eligibility for some types of aid may also include consideration of academic performance. A FAFSA includes the information that financial aid offices and programs use to determine a student's need for financial aid. After a completed FAFSA is processed, students receive a Student Aid Report (SAR) that summarizes the information sup-

plied on the FAFSA. The information on the FAFSA is sent to the schools the students list on the form and the schools send the students a letter identifying any aid for which they qualify.

FinAid: The Smart Student Guide to Financial Aid
www.finaid.com
One of the best sites about financial aid for higher education.

Finzel, Adam
UFO Watch
www.ufowatch.com/index.asp
This site attempts to document supposedly real UFO sightings.

Follett Library Services
www.titlewave.com
Provides selection tools for librarians, including reviews for materials.

A Hotlist on Scholarships and Financial Aid
www.kn.pacbell.com/wired/fil/pages/listscholarshi.html
Links to scholarship and financial aid information online.

Internet Public Library
www.ipl.org/ref/websearching.html
This site gives descriptions of many major search engines, their strengths and weaknesses, and tips on how to use them.

Internet Public Library Teen Division
www.ipl.org/teen/
Librarians and teens make suggestions for interesting web sites on current topics such as college and career information, homework help, and more!

Kansas Public Library
www.kcpl.lib.mo.us/search/srchengines.htm
This site introduces search engines and tells when, how, and why to use them.

Keane, Nancy.
Booktalk - Quick and Simple.
rms.concord.k12.nh.us/booktalks/
Offers a discussion group for booktalkers.

King County Library System Teen Zone
www.kcls.org/newya/prism.html
Young adult page hosted by the King County Library System.

Loan Finder
www.estudentloan.com/
Online applications and instant comparisons match your specific needs with up to twelve loan programs from top lenders.

Loosemore, Sandra.
Make an Origami Jumping Frog
netro.ajou.ac.kr/~lastfrog/frog/froggy/origami/origami.html
Describes the steps to make an origami jumping frog.

Men In Black
www.meninblack.com
Columbia Tristar Interactive presents the official MIB site.

Poetry Pals K12 Student Poetry Publishing Project - Poems, Forms, Themes & Samples.
www.geocities.com/EnchantedForest/5165/index1.html
Describes forms of poetry and gives some examples of students' works.

Search Engine Watch
www.searchenginewatch.com/facts/index.html
Search Engine Watch provides tutorials, search assistance, power searching strategies, reviews of search engines, and FUN stuff!

Shubinski, Robert. G.
Glossary of Poetic Terms.
shoga.wwa.com/~rgs/glossary.html
Alphabetical glossary of terms associated with writing and studying poetry.

The Student Guide
www.ed.gov/prog_info/SFA/StudentGuide/
The Student Guide, hosted by the U.S. Department of Educaiton, is the most comprehensive resource on student financial aid. Grants, loans, and work-study are the three major forms of student financial aid available through the Department's Student Financial Assistance office. Updated each award year, *The Student Guide* describes the programs and how to apply for them.

Teen Hoopla
www.ala.org/teenhoopla
Designed for young adults, this site provides reviews for books and has links to other interesting sites.

Teen Read Week
www.ala.org/teenread/
Teen Read Week is an initiative designed by ALA to entice young adults to read for pleasure. The web site includes promotional ideas.

This Poetry: A Practical Guide to Writing Poetry
www.thispoetry.com
Online magazine about writing poetry.

University of California at Berkeley
www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
Extensive tutorial with information about the Internet, the World Wide Web, and web browsers.

Urban Libraries Council.
Public Libraries As Partners in Youth Development.
www.urbanlibraries.org/plpyd/youthdev.html
Discusses the need for public libraries to utilize knowledge of youth development in programming and services.

U.S. College Comparisons
www.usnews.com/usnews/edu/college/coworks.htm
Simultaneously compares up to four colleges and Universities.

US College Rankings
www.usnews.com/usnews/edu/college/rankings/rankindex.htm
The online version of *America's Best Colleges* sorts and compares schools based on the criteria selected by each student.

Wu, Joseph.
Joseph Wu's Origami Page
www.origami.vancouver.bc.ca
Covers a wide range of origami-related topics as well as links to other origami sites.

The X-Files Official Site
www.thexfiles.com/main_flash.html
The truth is out there. Check out the official site for the popular *X-Files*.

Young Adult Library Services Association (YALSA)
www.ala.org/yalsa/booklists/index.html
The Young Adult Library Services Association web site includes lists of award-winning books for teens.

Young Adult Round Table (YART)
www.txla.org/groups/yart/yart.html
YART's web site features list of the Tayshas and Lone Star gooks for young adults.

Youth (Wired) - San Antonio Public Library System
www.youthwired.sat.lib.tx.us/
San Antonio Public Library System's web page designed specifically for young adults.

Texas
State Library
and Archives
Commission

http://www.tsl.state.tx.us

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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